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ABSTRACT

Based on the belief that the transition from learning to read to reading to learn can be facilitated by tailoring learning experiences to individual preferences, this book describes an affective-based 3-week summer reading program for students entering first through sixth grades. The first part of the book describes the philosophy of the program, lists goals and objectives, and enumerates participant responsibilities. The second part of the book presents the program design, including suggested strategies, daily schedules, and sample weekly plans. The third part provides assessment instruments and a discussion of why assessments are necessary. The fourth part of the book presents a variety of forms for use in record keeping in the program. The fifth part presents a budget for the pilot program, and the sixth part offers an evaluation of the pilot program. Contains 41 references. (RS)

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ED 360 620

Affective Based Reading Instruction

THE BOOK OF THANK YOUS
SNOOPY REVIEW
SPIES & THIEVES
PLANET EARTH
MY FRIEND FLICKA
1st
FAIR
DINOSAURS
INSECTS
LET'S GO TO THE ZOO
KITTENS & PUPPIES
HOW TO DRAW
BASKETBALL BOOK
GOLDILOCKS
THE THREE MUSKETEERS
SLEEPING BEAUTY
ABC's
THE CAT IN THE HAT
NANCY DREW
DR DOOLITTLE
FOREIGN TRAVELS
THE YEARLING
IVANHOE
SHERLOCK HOLMES
HOW THINGS WORK
SHAKESPEARE JR
AMERICAN SHORT STORIES
MAKE YOUR OWN CLOTHES
HOW TO BUILD BIRDHOUSES
BASEBALL GREATS
BIG PIANO BOOK
STATE
TREASURE ISLAND
STAR WARS
THE BLACK STALLION
SKATEBOARDS
LORD OF THE FLIES
BORN FREE
FURY
UFO's
BIBLE
MUSIC GUIDE
GUIDE TO DATING
STAR TREK ENCYCLOPEDIA
BIRDS
BASAL READER
DICTIONARY
CAR REPAIR
JOY OF COOKING
A SEPARATE PEACE
AMERICAN HUMOR
MACBETH
PHYSICS
USA MOVIE GUIDE
ALGEBRA
AMERICAN HISTORY
CAREERS

Utilizing Student Interests to Facilitate a Life Long Love of Reading

Nancy B. Cothern, Ph.D.

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Contents

Contents . . . . ii-iii
The Author iv

Part I: Introduction 1
  Program Philosophy 2
  Goals and Objectives 3-5
  Participant Responsibilities 6-8

Part II: Program Design 9
  The Importance of the Environment 10-15
  Suggested Strategies 16-18
    Individualized Reading 19-29
    Webbing 30-34
    Reader's Theatre 35-39
    The Arts 40-48
    Process Writing 49-54
    Journal Writing 55-62
    Individual Projects 63-65
  Session Schedule 65-67
  Daily Schedule 67
  Sample Weekly Plans 68

Part III: Assessments 69
  Why Are Assessments Necessary? 70-73
  Interpretation of Assessments 74-77
  Instrument Description 78
    Reading Attitude Scale, Primary 78-81
    Reading Attitude Scale, Intermediate 82-85
    Writing Attitude Scale, Primary and Intermediate . . . 86-92
    Interest Inventory, Primary 93-94
    Interest Inventory, Intermediate 95-96

Part IV: Record Keeping 97
  Forms for Program Use 98
    Reading Conference Sheet 99
    Writing Conference Checklist 100
    Project Evaluations: Self/Peer 101-102
    Assessment Record 103-104
    Content Emphasis Planner 105
    Student Evaluation Forms 106-108
    Parent 109

Evaluation of Teacher Performance 110-111
Evaluation of Director Performance 112-113
Introductory Letter 114-116
Open House Invitation 117
Permission Slip (Teacher) 118
Registration Form 119
Materials Requests 120
Record of Materials Used 121

Part V: Budget: Pilot Program 122
Personnel 123
Materials 123-124
Equipment 124

Part VI: Pilot Program Evaluation 125
Program Description 126-129
Analyses 129-135
Discussion 135-140
Recommendation for Future Programs 141-142

Part VII: References 143-147

The Author

Nancy Cothern was born in Port Arthur, Texas, the daughter of Johnnie Self Cothern and Floyd Ray Cothern. Shortly after her birth, the family relocated to Baton Rouge, Louisiana. There Dr. Cothern attended public schools, graduating from Broadmoor High School in 1976. After graduation, she began pursuing a Bachelor of Science degree in Education at Louisiana State University, awarded in 1981.

Her six-year elementary classroom career included instruction of several grade and ability levels: first and second grade academically gifted; fifth grade academically gifted; fourth grade; and second, and third, and sixth grade socio-economically disadvantaged students. During these years, Dr. Cothern pursued a Master of Education degree from Louisiana State University (awarded in 1985). The degree of Doctor of Philosophy in Curriculum and Instruction was awarded by Louisiana State University in 1989. Since 1981, Dr.Cothern has presented papers to the National Council of Teachers of English, National Reading Conference, College Reading Association, International Reading Association, National Association for Gifted Children, the Louisiana Reading Association, and has served as a consultant to the Louisiana State Department of Education, East Baton Rouge Parish Schools, and several businesses in the Greater Baton Rouge area.

Currently, Dr. Cothern is an Assistant Professor of Education at Indiana University-Purdue University in Fort Wayne, Indiana. There she teaches undergraduate reading methods and diagnosis/prescription courses, and serves as the Director of the graduate level summer reading clinic.

Part I

Introduction

Program Philosophy

The philosophy structuring this program, consisting of two three-week sessions, is centered on the following: as individuals progress through academic endeavors and life events, preferences are developed regarding content, styles of presentation, and possible applications of prior knowledge to new experiences. When cognitive tasks adhere to these preferences, they become more personally meaningful to individual learners. The personal meaningfulness inherent in such learning experiences facilitates the creation of an atmosphere where the individual is more highly motivated to master new material in efforts to expand existing knowledge.

The term affective refers to the feelings associated with learning. By tailoring learning experiences to individuals' preferences, as described above, cognitive tasks can be transformed to include affective factors, thus increasing flexibility in the learning environment as well as among individual learners and teachers. By approaching learning in such a manner, the transition from learning to read to reading to learn may be facilitated.

Personalization of learning compliments the young child's developing perceptions about the world - the manner in which experiences and knowledge merge to create a larger picture, one in which individuals play an important role. Such realizations regarding the existence of organized reciprocal forces within culture are powerful in that they have the potential to change the manner in which one approaches life. Thus, affective based instruction affirms the importance of prior experiences and interests in attempts to learn about the world in which students are to contribute.

Goals and Objectives of the Program

Underlying Theme

Classroom instruction should include a variety of experiences which are based on individual preferences and interests so that students may develop the ability to relate and generalize, on a long-term basis, skills and concepts presented in school to their personal lives.

Goal 1

Students should take an active role in designing, completing and relating learning experiences.

Objective A

The students will participate in lessons which encourage divergent responses.

Objective B

The students will participate in lessons which employ didactic methods/materials.

Objective C

The students will provide/assist in identification of the rationales for learning specific content/skills.

Goal 2

The classroom environment should be conducive to learning.

Objective D

The students will work in a setting which includes student and teacher selected/designed decorations, seating arrangements, and use materials which encourage creative thinking, writing, reading, problem solving, and dialogue.

Objective E

The students will have the opportunity to critique their own work, as well as that completed by peers.

Objective F

The students will provide input regarding development and selection of strategies used in evaluation of progress.

Objective G

The students will participate in classroom activities which are flexibly scheduled, respecting behavioral boundaries which have been pre-established by all participants and are controlled by the teacher.

Objective H

The students will maintain, with teachers and peers, relationships based on mutual respect and consideration.

Goal 3

Strategies recommended by current research findings should be implemented in assessment, instruction, evaluation, and reporting procedures.

Objective I

Teachers will participate in small group/independent faculty study based on individual interests/needs.

Objective J

Participants will employ a variety of methods in evaluating student/teacher progress.

Objective K

Teachers will identify a schedule of evaluation dates, informing those involved in writing/verbally prior to each evaluation.

Objective L

Teachers will document progress of all participants via attitude scales, anecdotal records, daily logs, and student/teacher work samples.

Table I Participant Responsibilities

Goal Objective	Responsible Party			
	Student	Teacher	Parents	Director
Goal 1 Students should take an active role in designing, completing and relating learning experiences.				
A: Participate in lessons which encourage divergent responses.	X	X	x	x
B: Participate in lessons which employ didactic methods/materials.	X	X		X
C: Provide/assist in identification of the rationales for learning specific content/skills	X	X	X	
Goal 2 The classroom environment should be conducive to learning.				
D: Work in a setting which includes student and teacher selected and designed decorations, seating arrangements, and materials which encourage creative thinking, writing, reading, problem solving, and dialogue.	X	X		x
E: Have the opportunity to critique their own work, as well as that completed by peers.	X	x		

Note: X = primary responsibility; x = secondary responsibility

Goal		Responsible Party		
Objective	Student	Teacher	Parents	Director
F: Provide input regarding the development and selection of assignments used in evaluation of progress.	X	X		
G: Participate in activities which are flexibly scheduled, respecting behavioral boundaries which have been pre-established by all participants and are controlled by the teacher.	X	X	x	x
H: Maintain, with teachers and peers, relationships based on mutual respect and consideration.	X	X	x	x
Goal 3 Strategies recommended by current research studies should be implemented in assessment, instruction, evaluation, and reporting procedures.				
I: Participate in small group/independent faculty study based on individual interests/needs.		X		X
J: Employ a variety of methods in evaluating student/teacher progress.	x	X	x	X
K: Identify a schedule of evaluation dates.	X	X	x	x

Note: X = primary responsibility; x = secondary responsibility

Goal Objective	Student	Responsible Party Teacher	Parents	Director
L: Document Progress of all participants via attitude scales, anecdotal records, daily logs, and student/teacher work samples.	X	X	X	X

Note: X = primary responsibility; x = secondary responsibility

In addition to the responsibilities listed above, the sponsoring agency shall be responsible for advertising the program, ensuring that enrollment in each class is adequate (6 to 12 students per class is recommended).

Hiring of the Program Director is the responsibility of the sponsoring agency, while hiring of participating teachers is a responsibility shared by both the Program Director and the sponsoring agency.

Part II

Program Design

The Creation of an Environment

When considering the limitations imposed on the classroom teacher by students' varying interests, experiences, and lengths of attention spans, it is immediately apparent that variety in content, methods and materials of instruction is a necessity. While commercial materials are readily available, easy to use, and pre-labelled with descriptors such as didactic, manipulative, individualized, self-checking, and/or creativity-building, they are often not suited for the degree of individuality which exists among students. In many instances, students prefer self-made materials or those made by teachers, to those which are purchased. Perhaps this is due to the recognition of the personalized attention to individual learners which is conveyed by most teacher-made materials of instruction. Whatever the reason, it is important for students to recognize that methods and materials are personalized. This is not to say that use prepared materials is a negative practice, in fact, when used as guides for general planning, they are most appropriate. Commerical materials should not, however, be used as primary sources for determining content and/or methods of instruction.

The physical environment is a critical part of the total learning environment, in that students who are surrounded by stimulating materials will respond with stimulating ideas. Objects in the physical environment can spark interests which may be further developed into units of study. Inexpensive, readily available objects which can be used to create a unique physical environment are listed below:

1. Bones (ask a hunter to collect them while hiking through the woods, or contact a local wildlife agency)
2. Car parts (limitless possibilities - a cymbal symphony using hubcaps?)
3. Environmental Print (students can easily provide these items)
4. Pillows
5. Refrigerator, washer/dryer, freezer boxes (for reading rooms, time out room)
6. Wood Scraps (supplied by a local lumber yard)
7. Sea Shells
8. Posters (free from most childrens' book clubs)
9. Grocery Store Displays
10. Photos from teen magazines
11. Plants (a bucket of greenery from your yard or the school grounds)
12. Mirrors

To create a feeling of group cooperation, use tables rather than desks, or group desks into a table formation. This arrangement encourages development of students' decision making abilities regarding division of work, thereby facilitating cooperation in problem solving. Collectively working toward achievement of a group goal, rather than having many students work toward individual goals may stimulate a sense of ownership and increase effective class management.

Designation of areas for specific activities is also another area which students can provide assistance. A portion of the furniture should be utilized as dividers so that students will feel that privacy can be attained within the classroom. Special areas emphasizing reading, writing, game, sewing, music, art, listening, dialogue, viewing, and relaxation areas are possibilities which would benefit students attempting to work in the type of cooperative atmosphere described here. If space is limited, one area can be used for several purposes by rotating the purpose on a monthly basis.

Assignment of classroom responsibilities can serve as an opportunity for vocabulary building, or for identifying/show casing individual students' talents. For example, a student who is below average in reading but effective in mediating group conflicts could serve as a class diplomat; a student who is shy but effective in designing bulletin boards may serve as the interior director. In an effort to identify/show-case all students' strengths, and to give each student an opportunity to develop talents, class responsibilities should be rotated regularly.

The paragraphs above describe a few of the physical characteristics which can be initiated in any classroom in an effort to create a comfortable, stimulating environment. The last, and most important aspect of creating an environment is the teacher's attitude. The teacher must be willing to listen to students, respond to needs, and demonstrate respect/concern for students'academic and emotional well-being. There must be no doubt on the students' part as to the teacher's authority in designing and guiding classroom activities, or to the teacher's willingness to serve as a compassionate audience for students concerns.

The diagrams on the following pages illustrate the physical arrangement discussed in preceding paragraphs. While few classrooms possess identical characteristics, positive feelings of all participants (influenced by the environment), can be effected through careful planning of the physical environment.

Diagram 1 Map of a Relaxed Learning Environment

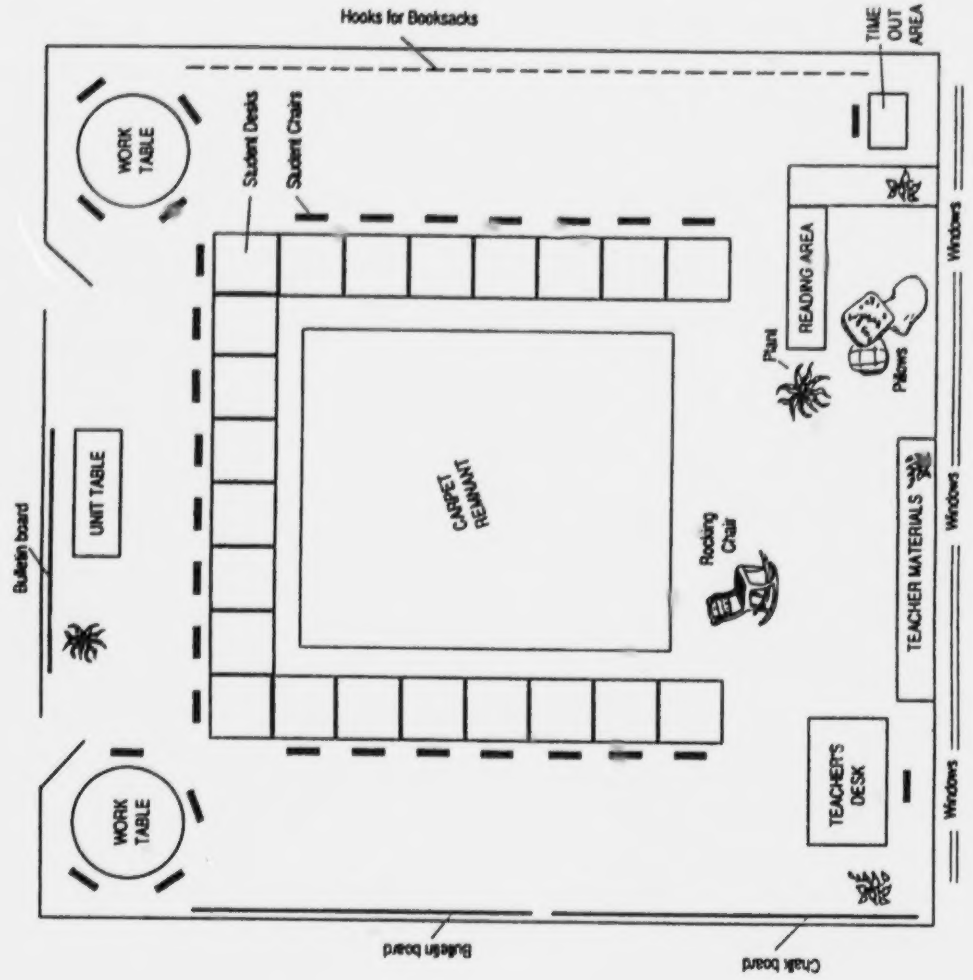
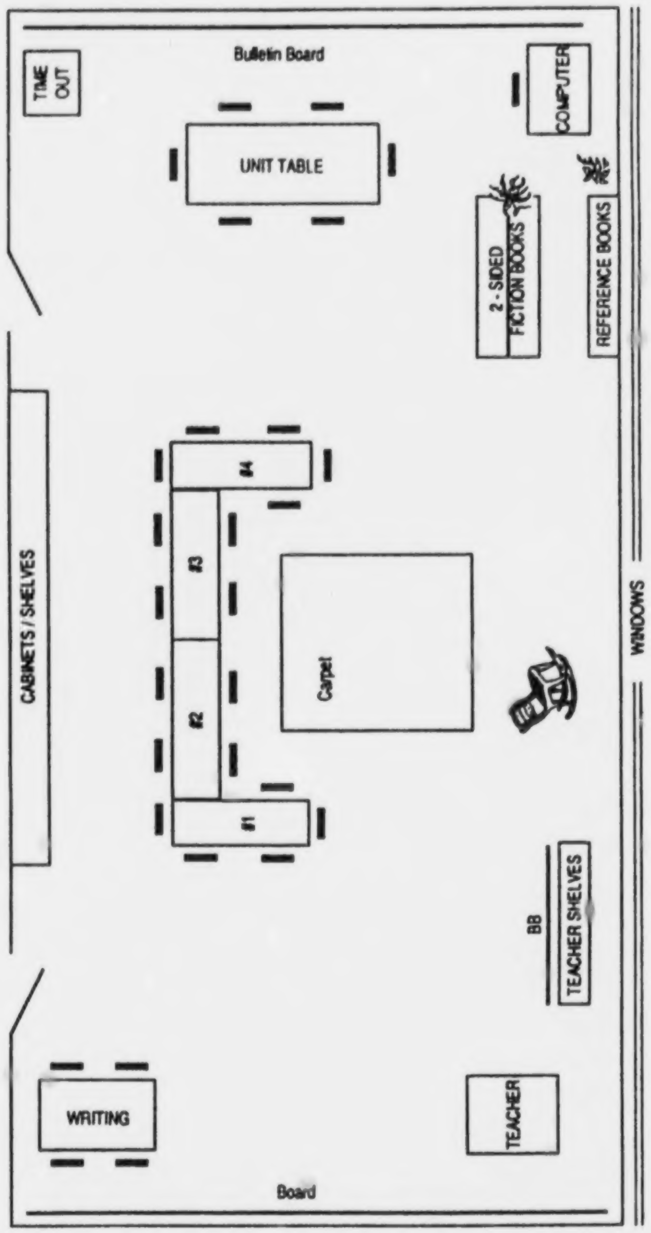

Hooks for Booksacks
TIME OUT AREA
WORK TABLE
Student Desks
Student Chairs
READING AREA
Plant
Pillows
Windows
CARPET REMNANT
Rocking Chair
TEACHER MATERIALS
Windows
UNIT TABLE
Bulletin board
TEACHER'S DESK
Windows
WORK TABLE
Bulletin board
Chalk board

Diagram 2 Map of a Relaxed Learning Environment


Bulletin Board
TIME OUT
UNIT TABLE
COMPUTER
2 - SIDED
FICTION BOOKS
REFERENCE BOOKS
Hall
CABINETS / SHELVES
#4
#3
#2
#1
Carpet
WINDOWS
BB
TEACHER SHELVES
WRITING
TEACHER
Board

Suggested Strategies

The goals and objectives of this program, as well as the personalities and interests of those involved, are factors which determine the types of activities most appropriate for sucessful learning. The strategies discussed in the following pages are useful in that they (a) are easily implemented, regardless of individual students' abilities; (b) facilitate the development of independence in learning; (c) can be adapted to suit individual learning/teaching styles; (d) provide a framework for accomplishing the objectives of this program, and (e) may be used in developing a wide variety of individual interests. Strategies are addressed in the following order:

Individualized Reading
Webbing
Reader's Theatre
The Arts
Process Writing
Journal Writing
Individual Projects

On the following pages, descriptions include a rationale for incorporating each strategy into the learning process, steps for implementation and in some cases, example activities are discussed.

Table 2 Matching of Strategies with Program Objectives

Objective	IR	RT	A	PW	JW	W	IP
A. Participate in lessons which encourage divergent responses.	X	X	X	X	X	X	X
B. Participate in lessons which employ didactic methods/materials.	X	X	X	X	X	X	X
C. Provide/assist in identification of the rationales for learning specific content/skills.	X				X	X	X
D. Work in a setting which includes student and teacher selected and designed decorations, seating arrangements, and materials which encourage creative thinking, writing, reading, problem solving and dialogue.	X	X	X	X	X	X	X
E. Have the opportunity to critique their own work, as well as that completed by peers.	X		X	X			X
F. Provide input regarding which assignments which will be used in evaluation of progress.	X			X		X	X
G. Participate in activities which are flexibly scheduled, respecting behavioral boundaries which have been pre-established by all participants and are controlled by the teacher.	X	X	X	X	X	X	X

Note: X identifies a strategy as a facilitator for the successful completion of associated objectives.

Matching of Strategies with Program Objectives

Objective	IR	RT	A	PW	JW	W	IP
H. Maintain, with teachers and peers, relationships based on mutual respect and consideration.	X	X	X	X	X	X	X
I. (NA)							
J. Employ a variety of methods in evaluation student/teacher progress.	X	X	X	X	X	X	X
K. (NA)							
L. Document progress of all participants via attitude scales, anecdotal records, daily logs, and student/teacher work samples.	X	X	X	X	X	X	X

Note: X identifies a strategy as a facilitator for the successful completion of associated objectives.

IR = Individualized Reading
RT = Theatre
A = The Arts
PW = Process Writing
JW = Journal Writing
W = Webbing
IP = Independent Projects

As table 2 above illustrates, the strategies recommended for effectively motivating students to become more independent learners correspond with program objectives. While these strategies, when considered singly are not adequate for achievement of objectives, they combine to facilitate and enhance learning affectively.

A Rationale for Individualized Reading Instruction

Research has revealed that current reading instruction centering on the teaching of isolated skills may produce negative results for learners (Durkin, 1984). One researcher, well-known for her observation-based analyses of current reading instruction is Delores Durkin. In 1984, Durkin observed approximately three-hundred hours of basal-structured reading lessons. The following aspects of teacher-directed basal lessons were revealed:

1. Background information was not developed prior to reading the selection. That is, students' prior knowledge was not related to the subject matter in the story. Through relating past experiences to the story, appropriate schemata are activated, then broadened or altered. Many times, the process of establishing background information will simultaneously establish a viable purpose for reading.
2. Prequestioning strategies were not used. Prequestioning, used to establish what the student already knows about the subject of the story, is a useful strategy for establishing the existence of prior knowledge available for use in creating an understanding of the text.
3. Teachers adhered too closely to the questions in the manual, which consistently revealed too much of the story plot. Following each story, the manual lists questions which are designed to assess both literal and inferential comprehension. Durkin observed that answers were often hidden in the questions. In light of this, the

teacher could not be certain of the child's comprehension in cases where assessment was based solely on answers to manual questions.

4. Teachers were not diagnostically oriented, and missed opportunities to assess or reinforce students' individual needs. By adhering too closely to the manual, teachers were not using personal observation skills to address students' needs. This caused some students to advance on without adequate instruction, and it caused others to receive redundant instruction.

Durkin's findings illustrate the need for increased personalization of reading instruction. While commercial materials were found to be appropriate for structuring general reading programs, their exclusive, objective use was found to be ineffective in achieving the goal of providing individually appropriate instruction designed to develop mature readers.

In order to encourage children to develop mature reading habits they must be exposed to multiple opportunities for realistic reading (Bergman, 1977; Shanon, 1983; Smith & Feathers, 1983). Realistic reading. as defined by this author, includes opportunities for students to purposely choose reading materials (books representing varying levels, topics, and types of literature) for enjoyment or information. When using an individualized reading approach, such opportunities form the basis on which reading skills are taught. Realistic reading, as demonstrated by continuous decision-making, predicting, and evaluation of choices, facilitates the integration of literature into the total curriculum, a favorable alternative to current practices.

A Comparison of Methodology: The Basal Lesson and the Individual Lesson.

The teacher using the basal approach meets with students in small groups several times weekly. During group time, the teacher uses prepared materials to provide instruction regarding an isolated skill, review of prerequisite skills, and new vocabulary. Students read, from their texts, a brief selection which is followed by assessment questions read by the teacher from an accompanying manual. A written assignment is usually given which is to be completed at the student's desk. Materials used are provided primarily by the basal series publisher: student text, workbook, test booklets, vocabulary charts, and teacher manuals. The scope and sequence of skills (an hierarchy of skills by grade level) provided with the basal series is logically organized and complete. Teachers who adhere exclusively to manual suggestions are, in many instances, reducing spontaneous qualities of learning. While the basal series scope and sequence encourages the development of developing mature reading habits, such habits are often not developed to the extent which some learners require.

Although commercial publishers do not stress the use of outside materials, it should be noted that reading skills necessary for developing an understanding of story (story elements, types of literature, word recognition, and comprehension) are introduced during the primary and middle grade instruction, making an individualized reading opportunities easy to implement as a supplement to traditional instruction. Table 3 lists reading skills and levels of major instruction illustrates the degree to which young students are prepared for independent selection and understanding of reading materials (Basics in Reading Series, Scott-Foresman, 1985).

Table 3
Levels of Major Instruction Regarding Literary Story Elements

Skill	1st level of major instruction
STORY ELEMENTS:	
Characters	4
Setting	4
Plot	5
TYPES OF LITERATURE:	
Autobiography	4
Biography	4
Fable	5
Folk/Fairy Tale	4
Historical Fiction	5
Informational Article	5
Modern Realistic Fiction	5
Myth	5
Legend	5
Play	5
Poem	7
Science Fiction	5
Tall Tale	4
WORD RECOGNITION:	
Recognizes basic sight words	3,2

Note. Skills and levels duplicated from Basics in Reading Series, Scott-Foresman, 1985.

Skill	1st level of major instruction
COMPREHENSION:	
Figures of speech	2
Idioms	4
Connotations	5
Meaning and Syntax	1
Cause and effect	1
Main idea	R
Main idea and details	2,2
Exaggeration	4
Figurative/idiomatic language	4
Flashback	4
Foreshadowing	5
Personification	4
Point of view	4
Draws conclusions	2,2
Fiction/nonfiction	3,1
Evaluates solution	2,1
Identifies feelings/motives of characters	2,1
Evaluates actions of groups/individuals	3,1
Sequence	R
Place	2,2
Time	3,2
Recognizes story problem and solution	2,1

Note. Skills and levels duplicated from *Basics in Reading Series*, Scott-Foresman, 1985.

The grade levels on the proceeding page suggest that students have acquired a great deal of the knowledge needed to comprehend and interpret a story by the end of the third grade, given that appropriate books are chosen. Additionally, the types of literature listed above could easily be introduced in earlier levels, where appropriate. When reviewing comprehension, skills, it is evident that students are exposed to story elements regardless of the terminology used to introduce these concepts.

The individualized reading approach is based on a philosophy of self-selection, seeking and self-pacing. The components of an individualized approach include the following (Collins and Cheek, 1989):

1. Know both the interests and reading levels of your students. Diagnostic measures, such as basal series placement tests, an individualized reading inventory, or one of many commercial diagnostic tests can be used to assess reading levels. An interest inventory, along with discussion/ observation of students can help to pinpoint interests.
2. Obtain a variety of printed materials for students to read. The following should be included: reference books, trade books, nonfiction, fiction books representing many different types of literature, catalogs, magazines, pamphlets, documents, newspapers. A ratio of 15 books per student is suggested as a minimum.
3. The readability of materials included should be verified through the use of a library source. The books should be organized according to level/type in order to aid students in the book selection process.
4. The student selects a book to read. The readability of the book is not a major factor in the selection process, due to the motivating aspect of personal interest. The student is to read a few pages of the book to determine difficulty and interest in the text.
5. The student is then expected to read the entire book. When finished, students are to sign up for an individual conference with the teacher so that the book may be discussed. Methods for vocabulary instruction will vary, but vocabulary must be addressed.

6. After the book is read, the student meets with the teacher. The teacher asks questions to assess comprehension, identifies and discusses a previously identified skill, and listens to the child read orally in order to diagnose word recognition difficulties. The conference may last from five to fifteen minutes.

As with exclusive use of any approach, limitations exist. Those associated with the idividualized reading approach include: extensive record keeping, the large number of books required, meeting all student levels through existing books, and lack of a controlled vocabulary (Collins & Cheek, 1989). However, the advantages of an individualized program far outweigh the negative. The most important advantage is student involvement in self-selected reading. In other words, students have completed a process in which the individual has chosen a book:

- for a self-identified purpose.
- from a selection of books.
- to read about something of personal interest.
- which has been read completely.
- and has the option to choose another book, if one is too difficult or is uninteresting.

Woven throughout the individualized approach is the thread of student choice. When given the freedom to take an active role in reading, students are learning the process used by mature readers, thus accomplishing the goal which teachers are striving for: the continued development of mature personal reading habits. Lamb and Arnold (1976) agree that individualized reading allows the student to take an active role in developing personal reading habits by pointing out that the best method of fostering reading development is to INSPIRE, rather than REQUIRE.

Summary of Procedures Involved in Implementing an Individualized Reading Approach

1. Using basal scope and sequence charts and knowledge of students gained via interest inventories, observation, surveys, and dialogue, identify appropriate types of literature for each grade level represented in the class as well as expressed interests. Collect approximately 15 books per child, varying content and readability levels. Supplement the class library with these books, as well as magazines, newspapers, environmental print, catalogues, and various reference books.
2. Use basal materials to identify skill clusters which are emphasized at each grade level. Match skill clusters with particular types of literature or specific texts. Outline or web the ways skill clusters may be addressed, given the ability levels of students as identified through assessments.
3. Discuss individualized reading with students, providing quick and easy suggestions which students may employ in appropriatly selecting books. Post procedures for conferencing for student referral when in doubt.
4. Advertise the program by supplying a complete description of program components/procedures to parents, coworkers, administrators, and librarians (school and public).

5. Conduct practice conferences with the class, then with small groups. Discuss questions which may be appropriately asked while conferencing, in addition to grading procedures.
6. Revise procedures as needed.

Conducting A Conference

Generally, conferences will range from five to ten minutes in length. During the conference, conducted in a quiet area, the teacher and student should remain undisturbed. In cases where several students have read the same text, a group conference is appropriate, providing that all members of the group are asked to respond to the text. The questions asked during a conference will generally depend on the age and ability of the child, the type of literature read, and the goals of instruction.

In cases where grades are awarded for book completion, students begin each conference with maximum credit (points) for having read the book. The teacher then chooses three to five questions from a familiar list of possible topics. The answers provided by the student determine the amount and nature of follow-up dialogue. A predetermined number of points are removed when the student is unable to answer a question. Care should be taken to ensure that questions are rephrased prior to removing points in order to avoid misunderstanding of questions. Given little experience with this approach, teachers can become quite adept in ascertaining whether books have been read completely, and whether students have gained an understanding of self selected text.

The form on the proceeding page is useful in keeping accurate records of books read.

Student Reading Record Sheet

Name ______________________________ Teacher ______________________________

Date	Type of Lit.	Setting	Characters	Conflict Solution	Opinion	Total Points
1 2	Title Author					
1 2	Title Author					
1 2	Title Author					
1 2	Title Author					
1 2	Title Author					
1 2	Title Author					
1 2	Title Author					
1 2	Title Author					
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1 2	Title Author					
1 2	Title Author					

Sample Student Record Sheet

Name Kay Teacher Anderson

Date	Type of Lit.	Setting	Characters	Conflict Solution	Opinion	Total Points
6/15	Mystery	X		X	X	14
1 2	Title	Mastery at Smith Cove				
	Author	L. Jones				
6/21	Poem				X	14
1 2	Title	Hungry Mungry, Where the Sidewalk Ends				
	Author	Shel Silverstein				
7/1	Hobby				X	10
1 2	Title	Build Your Own Doll House		(Note:	Seemed to only look at pictures)	
	Author	Bill French				
7/10	Fiction	X	X	X	X	14
1 2	Title	Sweet Vally Twins, Vol. 1001				
	Author	M. de Francis				

Possible Points

Type of Literature	2
Setting (Time/Place)	2
Characters (Major/Minor)	2
Conflict/Solution	2
Opinion	2
Title	2 *
Author	2 *
Total Possible	14

* To ensure appropriateness of texts, ask students to bring books to conferences.

A Rationale for Webbing: Effectively Integrating Literature into the Total Curriculum

The integration of literature into the total curriculum is important in demonstrating to students which role printed material plays in their daily lives. By illustrating the relationships existing between reading content, social sciences, and math, students are better able to develop an appreciation of the cause-effect relationships which influence events and ideas. One of the best ways to demonstrate how independent learning experiences can be related is through what was formerly called a unit, but is now referred to as a web. While webs can be used in the same manner as graphic organizers, this discussion of webbing refers primarily to teacher-made webs which are used in instruction in reading and content areas.)

Webs, (also called networks or maps), are appealing to reading instructors because they combine schema theory with reading comprehension in an holistic, practical way (Sinatra, Stahl-Gemake & Berg, 1984). When used in instruction, webs enhance comprehension by presenting conceptual information in an organized manner. A web is composed of lists of activities in various subject areas which relate to textual content. Pearson and Johnson (1978) proposed that activities included in webs be used to build on student's intuitive ideas about concepts and how they relate to one another. Such uses of literature have been reported as successful from a practitioner's viewpoint.

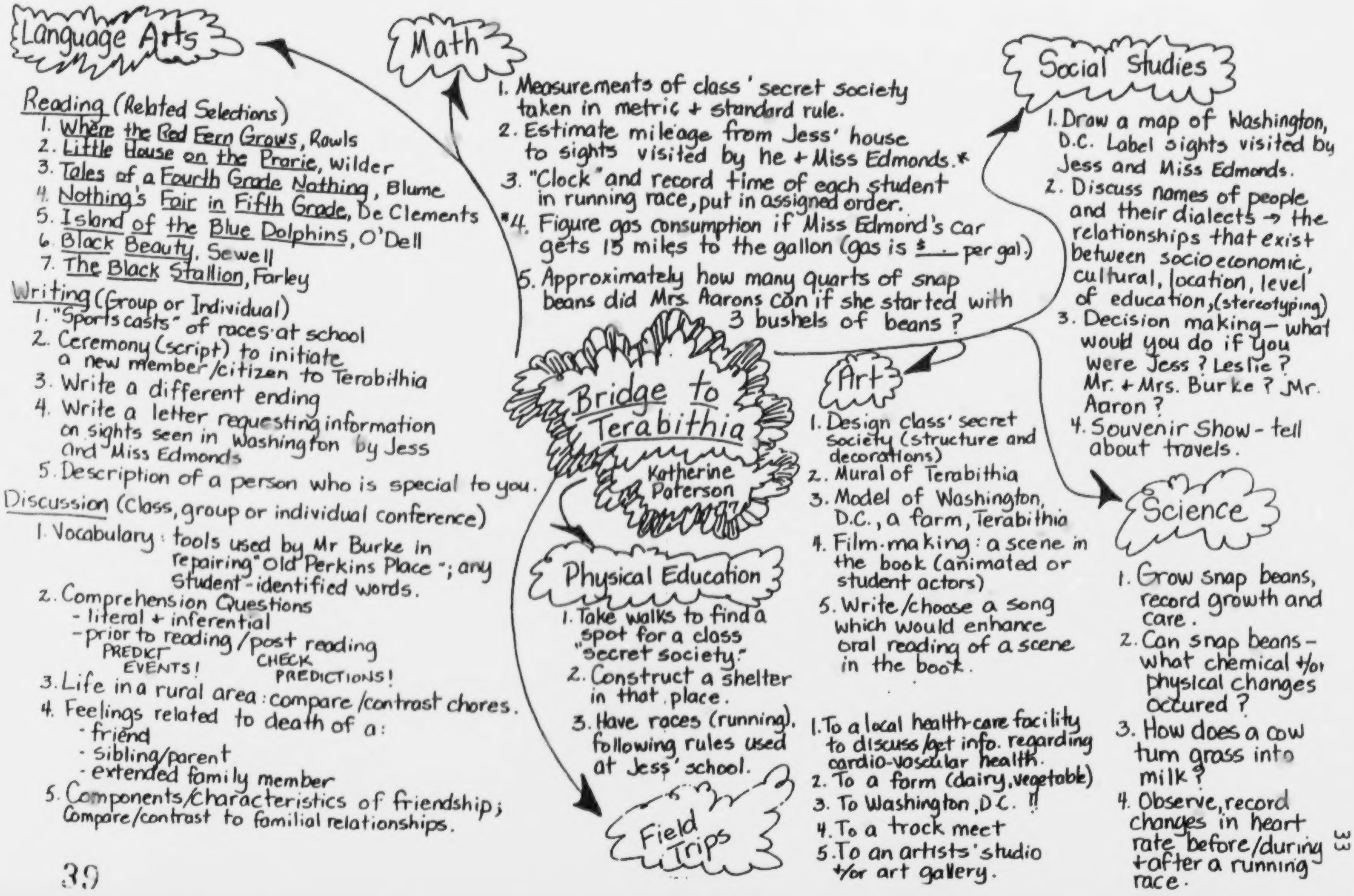
The web may take several different forms and may involve many different types of literature. A web includes all of the teachers' brainstorming regarding content of the literary selection. Typically, specific portions of textual content will be addressed in actual classroom instruction, but having divergent possibilities listed on the web allows both teacher and student freedom and flexibility in planning appropriate instruction. The steps for constructing a web are listed below (adapted from Donaldson, 1984):

1. Find a partner who is interested in creating a web and sharing teaching responsibilities.
2. Screen several books. Look for books which would be of interest to students and those which contain portions which would be applicable to several areas of the curriculum.
3. Read the book carefully, getting a feel for the author. Consider how students would react to the story.
4. After several weeks, reread the book. While reading, record under the appropriate subject headings ideas which could be used in class.
5. Compare ideas with those of the chosen partner. Discuss techniques, materials, and timetable for completing the activities.
6. Develop lessons from the web, making as many combinations and connections between activities as possible, thereby strengthening instruction designed to illustrate convergence between learning experiences.
7. Begin reading the book to the class (a chapter or two a day), following each reading with discussions/questions. Record

additional ideas for instruction provided by students, noting particularly effective lessons as well as those which need further development.

8. When selecting another book, attempt to find one which relates in several ways to the previous book (concepts, story events, setting, characters). Address these similarities and differences in class discussions regarding the new text.

The sample web on the proceeding page is based on Bridge to Terabithia, by Katherine Paterson (1977). It includes activities which may be applied to all areas of the curriculum, while addressing both cognitive and affective domains.



Bridge to Terabithia
Katherine Paterson

Language Arts

Reading (Related Selections)
1. Where the Red Fern Grows, Rawls
2. Little House on the Prarie, Wilder
3. Tales of a Fourth Grade Nothing, Blume
4. Nothing's Fair in Fifth Grade, De Clements
5. Island of the Blue Dolphins, O'Dell
6. Black Beauty, Sewell
7. The Black Stallion, Farley

Writing (Group or Individual)
1. "Sportscasts" of races at school
2. Ceremony (script) to initiate a new member/citizen to Terabithia
3. Write a different ending
4. Write a letter requesting information on sights seen in Washington by Jess and Miss Edmonds
5. Description of a person who is special to you.

Discussion (Class, group or individual conference)
1. Vocabulary: tools used by Mr Burke in repairing "Old Perkins Place"; any Student-identified words.
2. Comprehension Questions
   - literal + inferential
   - prior to reading / post reading
     PREDICT EVENTS! CHECK PREDICTIONS!
3. Life in a rural area: compare/contrast chores.
4. Feelings related to death of a:
   - friend
   - sibling/parent
   - extended family member
5. Components/Characteristics of friendship; Compare/contrast to familial relationships.

Math
1. Measurements of class' secret society taken in metric + standard rule.
2. Estimate mileage from Jess' house to sights visited by he + Miss Edmonds.*
3. "Clock" and record time of each student in running race, put in assigned order.
*4. Figure gas consumption if Miss Edmond's car gets 15 miles to the gallon (gas is $__.__ per gal.)
5. Approximately how many quarts of snap beans did Mrs. Aarons can if she started with 3 bushels of beans?

Social Studies
1. Draw a map of Washington, D.C. Label sights visited by Jess and Miss Edmonds.
2. Discuss names of people and their dialects → the relationships that exist between socioeconomic, cultural, location, level of education, (stereotyping)
3. Decision making – what would you do if you were Jess? Leslie? Mr. + Mrs. Burke? Mr. Aaron?
4. Souvenir Show - tell about travels.

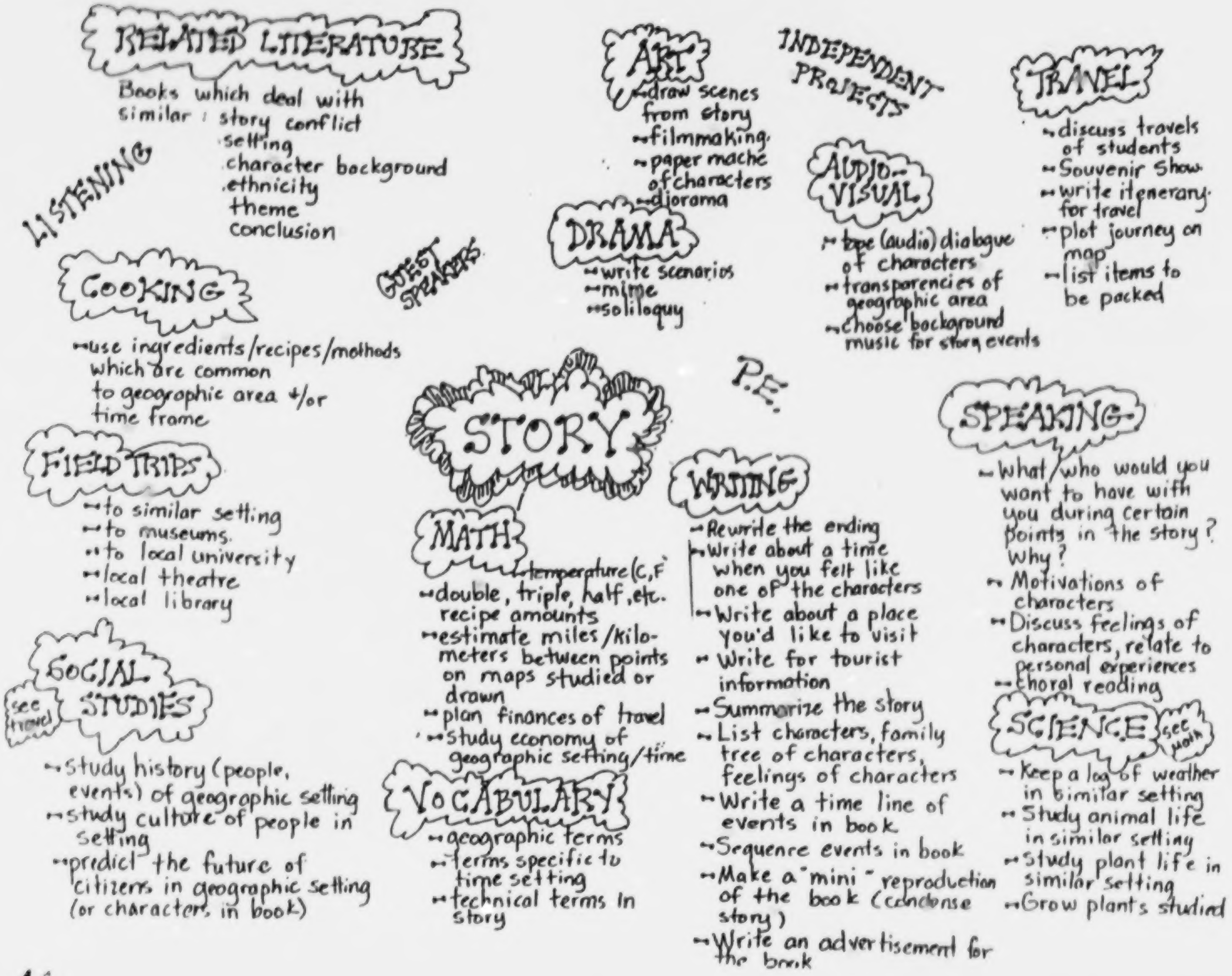
Art
1. Design class' secret society (structure and decorations)
2. Mural of Terabithia
3. Model of Washington, D.C., a farm, Terabithia
4. Film-making: a scene in the book (animated or student actors)
5. Write/choose a song which would enhance oral reading of a scene in the book.

Science
1. Grow snap beans, record growth and care.
2. Can snap beans – what chemical +/or physical changes occured?
3. How does a cow turn grass into milk?
4. Observe, record changes in heart rate before/during + after a running race.

Physical Education
1. Take walks to find a spot for a class "secret society."
2. Construct a shelter in that place.
3. Have races (running), following rules used at Jess' school.

Field Trips
1. To a local health-care facility to discuss/get info. regarding cardio-vascular health.
2. To a farm (dairy, vegetable)
3. To Washington, D.C. !!
4. To a track meet
5. To an artists' studio +/or art gallery.

Affective Reading Instruction (Cothern, 1989)



Affective Reading Instruction (Cothern, 1989)

STORY

RELATED LITERATURE

Books which deal with similar : story conflict
- setting
- character background
- ethnicity
- theme
- conclusion

LISTENING

COOKING
- use ingredients/recipes/methods which are common to geographic area +/or time frame

GUEST SPEAKERS

FIELD TRIPS
- to similar setting
- to museums.
- to local university
- local theatre
- local library

SOCIAL STUDIES (see travel)
- study history (people, events) of geographic setting
- study culture of people in setting
- predict the future of citizens in geographic setting (or characters in book)

MATH
- temperature (C, F)
- double, triple, half, etc. recipe amounts
- estimate miles/kilometers between points on maps studied or drawn
- plan finances of travel
- study economy of geographic setting/time

VOCABULARY
- geographic terms
- terms specific to time setting
- technical terms in story

ART
- draw scenes from story
- filmmaking.
- paper mache of characters
- diorama

DRAMA
- write scenarios
- mime
- soliloquy

INDEPENDENT PROJECTS

AUDIO-VISUAL
- tape (audio) dialogue of characters
- transparencies of geographic area
- choose background music for story events

TRAVEL
- discuss travels of students
- Souvenir Show
- write itenerary for travel
- plot journey on map
- list items to be packed

P.E.

WRITING
- Rewrite the ending
- Write about a time when you felt like one of the characters
- Write about a place you'd like to visit
- Write for tourist information
- Summarize the story
- List characters, family tree of characters, feelings of characters
- Write a time line of events in book
- Sequence events in book
- Make a "mini" reproduction of the book (condense story)
- Write an advertisement for the book

SPEAKING
- What/who would you want to have with you during certain points in the story? Why?
- Motivations of characters
- Discuss feelings of characters, relate to personal experiences
- Choral reading

SCIENCE (see math)
- Keep a log of weather in similar setting
- Study animal life in similar setting
- Study plant life in similar setting
- Grow plants studied

A Rationale for Supplementing Individualized Reading With Reader's Theatre

The underlying theme of reader's theatre is student involvement with literature. Such student involvement is a logical extension of classroom literary events which are designed to develop mature reading habits. This is due to the fact that increased involvement with literature facilitates development of schemata, or combining prior knowledge with new information. When actively experiencing literature, one moves closer to recognizing and understanding its purpose - to encourage exploration of life.

Reader's theatre involves the student in literature without the usual amount of time (and stress) typically associated with most dramatic activities. Reader's theatre allows the student to merge with the character(s), but does not stress dramatic ability. The student who is shy or is more inclined to direct, rather than act, will feel more comfortable in a reader's theatre role than in dramatic portrayals where costumes, properties and numerous memorized lines are required.

The following pages contain sample scripts for reader's theatre experiences. Both scripts are based on poetry written by Shel Silverstein, a favorite author for readers of all ages.

READER'S THEATRE: SHEL SILVERSTEIN

Prior to performing the poetry, the following steps have been taken:

1. The poems have been read aloud several times by both teachers and student volunteers.
2. Extensive discussions have followed readings of the poems. Related experiences, specific vocabulary and use of visual imagery have been brought into discussions.
3. Reader's theatre procedures have been explained and modeled with opportunities for student questions provided throughout the process:
    a. Students have been assigned to groups in which a script was to be written, based on the poem chosen from a limited selection. After several problem-solving sessions, final scripts were collected and reproduced for participants. Throughout this process, the teacher has been available for questions; floating and listening to student discussions.
    b. In groups, characters have been assigned/selected. Properties (limited in this area), and positions in the classroom have been cleared with the teacher.
    c. During the rehearsals and performance, students stand with their backs to the audience prior to their speaking part, unless special circumstances dictate otherwise.

Where the Sidewalk Ends, Shel Silverstein, (Harper & Row, 1974, p. 63)

"Who"

Characters: Child 1, Narrator 1
Child 2, Narrator 2
Child 3, Narrator 3
Child 4, Narrator 4

Suggested Positions: Child 1, Narrator 2 in north corner of room
Child 2, Narrator 2 in east corner
Child 3, Narrator 4 in south corner
Child 4, Narrator 1 in west corner
Audience in center, in circle

Suggested Action: Students mime action of child as they respond to narrator

Child 1: This is a poem called "Who", by Shel Silverstein

Narrator 1: Who can kick a football from here to Afghanistan?

Child 1: I can!

Narrator 2: Who fought tigers in the street while all the policemen ran and hid?

Child 2: I did!

Narrator 3: Who will fly and have X-ray eyes?

Child 3: I will!

Narrator 4: Who can sit and tell lies all night?

Narrator 4: I might!

A Light in the Attic, Shel Silverstein, (Harper & Row, 1981, p. 72-3)

"The Meehoo With an Exactlywatt"

Characters: Me
Meehoo
Me's Friend
Meehoo's Friend

Suggested Positions: Me and Meehoo back to back
Me's Friend a few paces away from Me, back turned to Me
Meehoo's Friend a few paces away from Meehoo, back turned to Meehoo

Suggested Action: Characters turn and face one another as their lines occur. Me's Friend and Meehoo's Friend approach as their lines occur. Facial expressions and small hand gestures, as needed.

Meehoo's Friend: This is based on a poem by Shel Silverstein called, "The Meehoo With an Exactlywatt"

Mehoo: Knock knock!

Me: Who's there?

Mehoo: Me!

Me: Me who?

Mehoo: That's right!

Me: Meehoo!

Meehoo: That's what I want to know!

Me: What's what you want to know?

Mehoo: Me Who?

Me: Yes, exactly!

Meehoo: Exactly What?

Me: Yes, I have an Exactlywatt on a chain! (Me's Friend approaches.)

Mehoo's Friend: Yes! (Meehoo's Friend approaches.)

Me's Friend: Yes, what?

Meehoo's Friend: No, Exactlywatt!

Me: That's what I want to know!

Meehoo's Friend: I told you - Exactlywatt!

Me's Friend: Exactly what?

Meehoo's Friend: Yes!

Me's Friend: Yes, what?

Meehoo: Yes, it's with me!!

Me: What's with you?

Meehoo: Exactlywatt, that's what's with me!

Me: Me who?

Meehoo: Me, who?

Me: Yes!

Meehoo and Meehoo's Friend: Go away!

Me and Me's Friend: Knock knock!

A Rationale for Incorporating the Arts Throughout of the Curriculum

The impact of incorporating the arts into a reading program can be phenomenal. Exposure to art is an enjoyable experience for everyone-even those who maintain that their own artistic talents are lacking. What makes art so rewarding is that each person is free to make personal interpretations of what art represents about the artist, the audience, and the world in general. Art allows passive involvement through viewing, and often has unobservable qualities which encourage the viewer to become more assertively involved via participation in the creative process. These qualities make the inclusion of art in educational settings a motivating force.

The following reviews are of texts promoting the inclusion of the arts. These texts, Drama as Education: An Argument for Placing Drama at the Centre of the Curriculum (Bolton, 1984), and Double Exposure: Composing Through Writing and Film (Costanzo, 1984), address several process-oriented artistic endeavors, such as drama, film-making, and independent projects. Both authors are noted for expertise in their respective fields, and while they do not necessarily approach the arts from an academic viewpoint, the humanistic view which is evident in their writing is both appealing and effective in making a strong argument for incorporating the arts into academics.

Drama as Education: An Argument for Placing Drama at the Centre of the Curriculum, by Gavin Bolton (Longman Group Limited, 1984), is a concise, convincing collection of theories, rationales and examples of the advantages of integrating drama into the total curriculum. An historical perspective of drama and of language arts instruction is woven throughout the text, which helps the reader to understand the theories and practices which constitute today's education. Ironically, positive influences of drama on the educational system - even though noted - were rarely generalized to multiple areas of the curriculum. Bolton's rationale for integrating drama into the total curriculum is based on three facts:

1. The development of drama activities is an integral part of the development of creative thought and self expression,
2. There is a lack of coordination of drama activities with self-expression opportunities in current educational settings, and
3. A large number of documented positive experiences exist involving drama throughout educational history.

The following paragraphs will explore the three ideas which constitute Bolton's rationale for integrating drama across the curriculum.

The notion that drama activities are crucial to the development of creativity and self expression is evident when observing children's play. When involved in a role during play, a child enters emotional and expressive worlds safely. The child is aware of reality and continued existence after the role is exhausted, thus allowing the child an emotionally safe manner to experiment with the pains and joys of living. Factors which may deter a child from drama include: lack of spontaneity, lack of vested interest, and concern for personal image. When the child is satisfied that the drama is not a personal illustration (especially a negative one) about one's reality, the willingness to take on the role is facilitated. With the willingness to dramatize reality comes the freedom to experiment with the role as evidenced by gestures, facial expressions, verbal and nonverbal responses which may be substituted for what would ordinarily be demonstrated in reality. Reactions to creative responses can be mentally catalogued by the participant for reflection during a later time. With opportunities to experiment with personal interaction in such a way a child can more adequately build schemata regarding effective ways to deal with unfamiliar situations in both real and imaginary worlds.

The lack of coordination between drama activities and self expression opportunities is not new in educational settings. For too many years, the school play has been forced on unwilling, frightened students - often for the benefit of personally significant adults. This author's experiences have revealed that, in many instances, a teacher's perception of drama is limited to assigning roles (based on the previously assessed ability to memorize predetermined lines), recruiting volunteers for costumes (a CHILD made costume?!? Never!!!), painting sets (teachers only - one must remain in the lines), and a grand finale performance, after which adults compliment one another on their own incredible organizational abilities. The icing on this "dramatic cake" is the fact that participants often complain that all language arts instruction has come to a halt during the weeks prior to the final production. Somehow, the child has been omitted from this entire learning process.

By involving the child in brainstorming activities, character development, scripting, set design/completion, managing the stage, costume design/completion, designing and printing programs/invitations, advertising, collecting admissions, writing reviews, filming the performance (the list is endless), teachers can continue to provide instruction in all areas of the curriculum while facilitating a major student-oriented production. By experiencing all of these drama-related activities, rather than being told about them, students will develop a greater understanding of the relationships between in each task. An understanding of the realities of drama (rules forming boundaries between "as if.." and reality) may increase students' abilities to generalize dramatic realities to their personal realities. In other words, what one learns by working in a controlled reality is multi-level and can be applied in direct and indirect ways to situations in which less control is present. Through participation in dramatic activities, knowledge may be gained which was implied or inherent to the task at hand. A true test of what has been learned is how smoothly the next dramatic activity flows - the extent to which knowledge gained from previous experiences has been applied to the present.

Throughout history, drama has played a minor role in educational systems. Those who found drama to be an effective way to promote learning-through-doing have attempted to share their knowledge. Too often, their enthusiastic advice has fallen on deaf ears: the overworked principal, the teacher-accountability-conscious school board, the test-teach-test oriented faculty. Perhaps these adults remember the type of drama experience described previously (and it still makes them queasy). Perhaps the misunderstanding and misuse of the term "child-centered learning" proposed by Rousseau, Descartes, Neill, and Marthinus during the late nineteenth and early twentieth centuries is to blame. Those who opposed the idea of child-centered learning felt that the term indicated undisciplined learning. Drama, where children are actively involved, is certainly child-centered, but it is not undisciplined. The teacher is present to guide students, to provide firm reality/drama boundaries, so that multi-level learning, embodying the concept of generalizability, may occur.

The preceding paragraphs imply that teachers can best facilitate students' explorations of reality and fantasy as they pertain to individuals by providing opportunities for concise thought and self expression while ensuring that the opportunities are emotionally safe. Drama activities which are correlated to language arts instruction as well as content instruction should be a regular part of the curriculum. As a result, the students who are involved in dramatic exercises will be simultaneously involved in language arts activities: expressive reading, expressive writing, listening, choosing topics, characterization, identifying and composing story elements, physically planning the dramatic production, and responding to the production. A steady diet of the kinds of activities described here can make a classroom come alive as personal confidence in thought and actions develop, serving as rewards for the free-thinking and controlled risk-taking required in the process of drama. Thus, an environment is created which is truly a place for learning about the realities of life.

Double Exposure: Composing Through Writing and Film, by William Costanzo (Boynton/Cook Publishers, Inc., 1984), consists of three parts: a discussion of the film-making process, strategies used to coordinate language arts with film-making, and a discussion of theories and research which support the ideas presented. In this review, as in Costanzo's text, use of the term film making includes self expression activities and physical planning typically involved in creating a film. The basis of Costanzo's rationale is that film-making and film-study are natural outgrowths of language arts instruction.

In his discussion on the creation of film projects, Costanzo mentions the photographic essay, a carefully arranged series of photographs pertaining to a student-identified topic. This method of classifying and sequencing ideas is particularly appealing in that the photographic essay does not stress writing or speaking skills. Even organizational skills play a secondary role to feelings - the degree to which emotions are guided by photograph arrangement. Such shifts in feelings, akin to responding to the nuances of film, represent the manner in which the participant is affected in subtle ways. This is true whether one is creating or viewing film/photographs. While a student may not be able to express verbally why a particular photograph order affects emotions, the feelings are strong enough to form the basis of the decision to change or maintain existing photograph order. The mental for the free-thinking and controlled risk-taking required in the process of drama. Thus, an environment is created which is truly a place for learning about the realities of life.

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Strategies described in part two of Costanzo's text include "writing" and "film-making" as interchangeable terms describing a singular process. One interesting concept is the existence of visual literacy. By the simple act of handling and reading books, one learns about features typical of texts, such as spacing, linearity, type size, illustration, visual imagery, and personal interaction between characters, to name a few. The notion of visual literacy implies that the same type of knowledge about film is communicated simply through the act of viewing film. Students who come to school without knowledge of book language often do possess visual literacy about books and reading, knowledge which should be capitalized upon during language arts instruction.

Another area of particular interest was the importance of the development of the whole brain. To address this need, film-making activities were suggested as a way to provide a bridge between cerebral hemispheres. When a task requires both technical and creative decisions, thoughts form a figurative bridge between hemispheres. The result is called cross talk. An example of this phenomenon is as follows: the feelings evoked when viewing a photograph of a favorite place are a right hemisphere function, while remembering the highway route to get to that place is a left hemisphere function. The act of traveling to the favorite place, whether literally or physically, results in cross talk. The brain is simultaneously involved in memory recollection (including associated feelings), and the non-emotional task of preparing for travel.

This idea of simultaneous use of both hemispheres can also be applied to academic endeavors. By stressing the process of writing and of film-making, one is encouraging the development of holistic thinking, which may yield a product which is superior to one where the left or right hemisphere predominates the process. Currently, a large percentage of classroom activities foster development of the left hemisphere exclusively. Interest in the creative process materializes only after instruction has ended and students are being rewarded with follow-up activities.

The preceding paragraphs hold many implications for educators. The most crucial is that language arts instruction must be linked with opportunities for expressing ideas and accompanying emotions using media other than pencil and paper or verbal response to teacher questions. Educators need to demand that students take more responsibility in learning, and students may do so by indicating the nature of personal interests and by demonstrating a desire to complete multi-media projects. The teacher's role, then, is to assess interests and existing knowledge, model skills, and guide and support students. This includes multiple teacher-attempts to ensure success by acknowledging all attempts which are made by students. In guiding students, teachers may find themselves listening, role playing, mediating, double-checking, hauling materials, or getting out of the way.

A Rationale for Implementing Process Writing Into All Areas of the Curriculum

Recently, writing has begun to be described as a process oriented task, rather than a product oriented task. This is due to the fact that educators are now aware of the complex mental processes the writer utilizes in creating a written product. Even young children who do not possess mechanical proficiency demonstrate complex processing by the scribbles and invented spellings they produce. Educators who encourage writing to learn, that is, using the writing process to visually organize known information so that it may be shared, discover that students are both surprised and motivated by the knowledge they possess and are able to gain from others (Cothern, 1987). By treating both reading and writing as process oriented tasks, the teacher is addressing several needs:

1. To realize and organize prior knowledge,
2. To express what is known in oral and written form,
3. To integrate new information with old, and
4. To understand the mental processes involved in organizing (learning) and relating information.

As defined by Graves (1983) and Calkins (1986), the term process writing describes the mental processes involved in deciding on a topic, preparing to write, writing, revising, editing, and sharing what has been written. Often times, school writing assignments do not allow for valuable pre-writing - the time when prior knowledge is noted, evaluated, and applied to the current writing task. Graves (1983) asserts that prior knowledge is called upon frequently in writing activities, and he illustrates this belief by citing experiences related to him by a first grade teacher, Ms. Hansen. Typically her class wrote without enthusiasm about assigned topics; therefore, the day she asked students to choose their own topics, they were panic-stricken. Suddenly, they felt that they were forced to provide their own motivation and direction. After a steady "diet" of story starters, topics, and lead sentences, students felt overwhelmed when their source was cut off. Graves (1983) further states that with practice, children will learn to choose personally appropriate topics. Awareness of past experiences facilitates students' abilities to capture the events which have meshed to create their current lives. Through such practice, the child will learn to make the best choice, establishing control and ownership of the written product.

Researchers are of the opinion that teachers do not always consider the child's interests and personal needs when planning instruction (Goodlad, 1984; Harste, Burke & Woodward, 1979; Temple, Nathan & Burris, 1982). They maintain that it is possible for the teacher to assess knowledge of writing/grammar skills or provide instruction, while the child identifies and expresses ideas or feelings which are as important. Goodlad (1984) writes:

> Data...suggest to me a picture of rather well intentioned teachers going about their business somewhat detached from and not quite connecting with the "other lives" of their students. What their students see as primary concerns in their daily lives, teachers see as dissonance in conducting school and classroom business.

By noting and addressing topics which are relevant to students, teachers can strengthen existing schemata, thereby satisfying students' needs while building proficiency in writing skills.

The Five Steps of Process Writing

The following steps, outlined by Graves (1983), are representative of the mental processes accompanying the identification, drafting, and completion of a written product:

1. Pre-writing

   During pre-writing, the author is cataloging existing schemata, deciding on appropriate information to utilize in completing the assignment. Pre-writing activities vary in length, and are a personal reaction to the assignment. Examples of pre-writing activities include: sketching, outlining, thinking, talking to a friend or authority, physical activity, drawing, and reading.

2. Drafting

   This phase begins when the author begins to write in complete sentences. Decisions have been made regarding the assignment, such as length, appropriate content, a timeline regarding completion, and how the reader should react to the information included. During drafting the author is recording thoughts in a predetermined, organized manner.

3. Revising

   When revising, the author is refining the written product. Figurative language may be added or removed, terms may be substituted, passages may be lengthened or shortened. The author makes changes necessary for creating the appropriate emotional/intellectual reaction to the product which has been created.

4. Editing

   Editing may also be referred to as the polishing stage. When editing, spelling, grammar, punctuation, neatness, and attention to form are of primary interest to the author.

5. Publishing

   When completed, the author chooses to share the written product with others through posting, reading aloud or silently, mailing, or literally publishing via a magazine, television, business, or newspaper.

Implementing a Process Writing Program

As would be necessary in implementing any new instructional program, it is important that administrators, parents, teachers, and students talk about impending changes. Participants must be aware of the rationale for changing existing practices, as well as the procedures involved in the new programs. Additionally, dialogue should continue throughout the transition from traditional writing instruction to process oriented instruction. The following phases include basic steps which have been determined to be successful in implementing process writing programs in the elementary grades (Cothern, 1987). The steps in each phase, as well as the time required to complete them, are suggestions and will vary-the academic and emotional needs of students in a given class determine the most appropriate course of action.

Phase 1

1. Provide short, abundant language arts activities which encourage fluency and flexibility in thought.

2. Establish a writing booklet for each student. Provide quick-reference lists such as: words which are often misspelled, alternative words for said, color words, action words.
3. Teach students how to use editing symbols, and provide a copy of the symbols/examples of their use.
4. Students may generate lists (similar to those in #2) using the thesaurus, or through working in pairs/groups.
5. Ask students to write a list of preferences for titles/ideas which will serve as future writing topics.

Phase 2

1. Teach students how to improve specific portions of their writing, such as how to write a good title, a good beginning, ensuring that enough has been written, and to identify story elements. Instruction should also include grammar, as need is demonstrated.
2. Begin conferring in groups, using teacher-authored text.

Phase 3

1. Assign writing partners, based on strengths which are complimentary.
2. Discuss guidelines of conferring (begin and end with something positive, be specific in criticism). Discuss examples of both appropriate and inappropriate comments. Review the use of a conference form (see proceeding page), or other guidelines for conferring which are provided by/for the participants.
3. Begin making brief assignments which are to be critiqued by the student's partner.

Phase 4

1. Assign two to three assignments weekly, varying content, form, and length. The student then begins building a collection of writing.
2. Continue lessons on mechanics of writing, as needed.
3. Daily writing time is provided, including conference opportunities.
4. On a predetermined day, students choose the best of their collection to publish. This piece can be used to quantify, in the form of a letter grade, writing progress of individual students.

WRITING CONFERENCE CHECKLIST

_____ 1. Neatness ____________________

_____ 2. Spelling ____________________

_____ 3. Punctuation/Capitalization ____________________

____

_____ 4. Content

Interesting/Creative ____________________

Sensible ____________________

Complete ____________________

____ 5. Following Directions

Length ____________________

Form ____________________

Other Comments ____________________

Scale: 1 = good
2 = average
3 = poor (must be accompanied by a comment)

Author's Name ____________________

Critiqued By ____________________ Date ________

A Rationale for Including Journal Writing in the Learning Process

One aspect of personal journals is that they allow the writer to gather and organize thoughts, feelings, and experiences. D'Arcy (1987) states that journals can enable pupils to collect ideas and information, thereby giving the writer the opportunity to rediscover what is already known. The act of journal writing generates questions, allows honest expressions of feelings. It is the internal conversation between the writer and self-audience which provides the writer with a personal map of progress. In addition, journal writing does not demand a special writing style, thus the writer is free from judgment concerning the appropriateness of recording thoughts.

As an instructional tool, the journal is virtually limitless. The aesthetic value to students would be difficult to measure accurately, if at all. Studies have been conducted, however, which demonstrate the value which journal writing brings to the development of language processes and in facilitating a transfer of knowledge from one area to another. Halberg states (Fulwiler, 1987):

> The use of personal journals for the teaching of writing is far more powerful and far-reaching in its effects than is generally recognized. When it works to improve a students' writing skills, it is also working to change that student's enduring attitudes, values, and sense of personal identity. These deeper personal consequences of the activity of journal work should not be avoided or minimized (p. 28).

Macrorie (1987) is also an advocate of journal writing as a way to enhance thinking skills and the application of what is learned in academic settings. Macrorie states (Fulwiler, 1987):

> ...the conclusion of most of the teachers and students using them (journals) is that they get people thinking, they help them test their own experience against the ideas of many others - the authorities they're studying, their teachers, their fellow students. As they become more and more engaged, they often write more clearly, and their journal entries display fewer mistakes in spelling, punctuation, and grammar, although the teachers have taken pains to let them know at the very beginning that they will not be graded on the mechanics of writing. For the majority of these students, journals are yes places. (Forward)

It is the emphasis on expression of thought combined with the lack of overt concern for surface structure which makes the journal a relaxed form of writing - a yes place. The natural improvement in students' abilities to organize and record their thoughts allows a transfer of knowledge, both personal and public, to occur.

The development of writing skills as related to participation in journal writing was examined by Zamel (1987). Results indicated that skilled writers view writing as a generative process, while unskilled writers are often distracted by surface level features and frequently do not recognize the exploratory nature of writing. These results do not agree with theorists' views concerning the advantages of journal writing as related to skills development. Halberg (1987), D'Arcy (1987), Macrorie (1987), Barnes and Smithson (1986), and Lamb (1988) suggest that journal writing frees the student from undue attention to surface structure and encourages transfer from life to academics (a form of organization of knowledge) and that this results in an increased ability to express thoughts appropriately (correctly). Thus, as the writer continues to manipulate ideas, the links between those ideas begin to be illuminated and the mechanical skills required to express these connections are inherently developed, enhancing the writer's capacity to express thoughts. This, in itself, is an internally motivating occurrence in that it makes new knowledge more personally meaningful to the learner.

Introspection and Journal Writing

The discussion above leads to the conclusion that journal writing is an event during which the writer is actively learning about self: role(s) within culture, expectations and consequences from culture, and how to amend experiences into a useful guide which can be referred to in future dealings with culture. Developmental psychologists believe that the awareness of social values and beliefs which govern behavior ease the transition between poorly formed systems of cultural responsibilities. Journal writing can serve to refine and re-define the cultural system of beliefs which students have in early life, facilitating growth into the more sophisticated systems achieved through education (Britton, 1975). In addition to the personal knowledge that can be gained, journal writing can provide a vehicle through which students form relationships between one subject and another, from academics to life, from person to person, and from past to future. Two important characteristics of journal writing offered by Jensen (1983) are: selective memory and chronology revision. These contribute to the development of a personal myth. This is accomplished by drawing on the past and the future in order to explain present. In this sense, journals become the records of facts (operating successfully within reality by establishing standards, striving to improve life, learning to live with family and peers) and myths (defeating formidable opponents; surpassing one's established standards) which define a life - a person's truth. Through this process, journals demonstrate to the writer that the past does not die, but becomes part of an understandable pattern in life (Yerger, 1984).

Typically, journals are written in first person, a phenomenon which facilitates the recording of one's personal history. Murray (1985) addresses the personal advantages that writing in first person allows: detachment for the mind, ideas, and feelings. It is through this detachment, that the writer is able to separate self from the written account. The personalized entry becomes a direct way of highlighting the writing as matter of opinion. Burnham (in Fulwiler, 1987) advocates the journal on the merit that it allows the opportunity for students to use and develop higher-order thinking skills while encouraging both self- and psychological-growth.

The most attractive aspect of journal writing and re-reading as a vehicle for developing positive attitudes toward reading and writing is the infinite number of opportunities the practice offers to those who participate in journal writing regularly. The opportunity to recognize and ponder the relationships which exist between reading and writing is invaluable. As Jensen (1984) points out, the nature and extent of reading-writing relationships, and of specific teaching methods/curricular activities has not been investigated satisfactorily. As Goodman and Goodman (Jensen, 1984) state:

> An effective school program ... needs to carefully consider the ... literacy events in which people participate as readers and writers. Such a program needs to be built on the full range of personal uses of written language so that literacy may develop in the context of natural, functional use. (p. 159).

Journal writing and re-reading certainly fills the void which exists concerning full range opportunities to use language functionally (through introspection) and naturally (the desire to establish a personal cultural role).

Holt and Vacca (1984) view reading and writing as interdependent processes which are necessary to one another mutually beneficial, and that children who are learning to read must also be learning to write and vice-versa. Children should also be aware of someone reading their writing. Reading and writing involve time, thinking, seeking, experimenting, action and reaction, and journal writing and re-reading provide personally meaningful opportunities to employ these efforts and processes of thought. Hold and Vacca state (Jensen, 1984):

> Eating a cookie takes on a new dimension when one is aware of the recipe...or the baker (p. 180).

In other words, one often writes better with a sense of reader and, likewise, one reads better with a sense of writer. In extending the analogy of the baker and cookie, journal writing allows the baker to vicariously enjoy the cookie due to familiarity with the recipe, a particular baking process, and the consumer of the cookie. In other words, journal writing encourages a simultaneous sense of reader and writer from both personal and cultural perspectives. Halberg (1987) discusses the importance of journal writing as an educational tool which encourages simultaneous development of affective and cognitive domains:

> The use of personal journals for the teaching of writing is far more powerful and far-reaching in its effects than is generally recognized. When it works to improve a students' writing skills, it is also working to change that student's enduring attitudes, values and sense of personal identity. These deeper personal consequences of the activity of journal work should not be avoided or minimized. (p. 28, in Fulwiler, 1987)

Introspection can focus on cultural and/or personal issues. Several researchers have expressed interest in these areas, their results demonstrating that prior knowledge and cultural mores have a tremendous influence. Halberg (1987) purports that recognition as a part of a community (with social roles) is a basic feature of being a person. The interdependence which exists within a community is often complicated by self-consciousness concerning the choices which are inherent in cultural group membership. This phenomenon is addressed in psychological models of the development of attitudes: attitude stems from expectations and/or consequences of behavior, and a large part of self-consciousness consists of the way one chooses to describe one's life, actions and cultural reactions, illustrating to the writer the existence of a unique personal history. This phenomenon is continually evolving in that when one describes actions, a description of the people and events affected by those actions must necessarily be included. Halberg refers to this as the fathomlessness of self (p. 291, in Fulwiler, 1987).

In reviewing the preceding paragraphs, it is evident that researchers and theorists alike view personal journal writing as a potential vehicle for facilitating students' growth, both as individuals operating independently and as members of a group. By offering opportunities to explore language in personally meaningful ways, students may discover useful applications of the relationships which exist between language processes. When implementing journal writing in an affective-based reading program, such as the one described here, the following should be addressed:

1. Journal writing should be an activity in which students are encouraged to participate, but not a required activity (Cothern, 1989). Offer an optional, quiet activity (such as silent reading or independent research) for those who are not prepared to make a journal entry.
2. Schedule regular times which are devoted to journal writing. Generally, these times should be brief (lower elementary: 5 minutes; upper elementary: 15 minutes), and should occur at approximately the same time every day that writing is scheduled.

3. Teachers should also write in journals (or spend writing time in an alternative activity similar to those offered to students). Journal time should never be used to settle administrative/record keeping matters.

4. Maintain confidentiality at all times. Students must be aware that their comments will be shared, with permission, if/when journal content reveals physical and/or emotional abuse.

5. Journals should not be quantified through assigning letter grades, but should be subjectively assessed through content analysis. Entries should reflect thought and application of critical thinking skills to personal experiences.

Through implementation of the steps listed above, journal writing may serve as an effective vehicle for improving students' attitudes toward reading and writing. Additionally, students may choose to use journal writing as a "yes place" - a place where dreams, ideas, and circumstances are explored and evaluated against the reality in which students wish to function successfully.

A Rationale for Incorporating Independent Projects into Classroom Instruction

Independent projects are an important part of this affective-based reading program, in that they allow students to develop specific interests. By recognizing that students have particular interests, and by encouraging them to apply prior knowledge of interests in a school setting, the appropriateness of self-selected interests is validated. This acceptance of what students often identify as out-of-school interests can be very motivating for future learning, as well as an effective bonding medium between students and teachers.

In deciding on a project, first refer to the pre-assessment interest inventory. Results should indicate specific interests expressed by individual students. Through teacher-student cooperation, the topic to be researched is established, and the project timeline is carefully outlined. At this point, the academic abilities and maturity level of the student will need to be considered. Younger students may choose to complete one-week projects including some writing and reading, and in some cases, primarily consisting of creative dramatics and artwork. Intermediate students should be encouraged to design more complex projects including reading, writing and some type of artistic follow-up. It should be noted that for older students, not all projects require a written product, such as a report. A dance, song, mural, or skit may be the final product. Completion of such a project will require reading, note-taking and synthesis of printed information. The student may choose to keep a project diary which serves as an emotional outlet, as well as a record of cognitive project-related tasks.

During the process of completion, the teacher serves as a facilitator, assisting in gathering of materials, locating appropriate references, trouble-shooting, providing encouragement, and reminding students of timelines. While the students maintains primary decision-making responsibilities, the teacher should be observing the process and anticipating problem areas, so that encouragement may be offered immediately and effectively. In order to emphasize the process of learning, rather than the existence of a final, singular product, all notes, preliminary sketches and timeline calendars should be kept in an organized fashion, so that the organization and related tasks which let to the final product may be assessed.

In summary, the purpose of the independent project is six-fold:

1. To encourage students to develop interests by using critical thinking skills.
2. By establishing and adhering to a timeline concerning project completion, the process of organizing time and energy in an effort to attain a goal is reinforced.
3. Students' confidence regarding academic abilities is enhanced through successful, independent completion of a student-designed project.
4. Acceptance of the project topic and process demonstrates the appropriateness of expressed interests, and
5. Completion stimulates intrinsic motivation to continue the acts of reading and writing to learn.

6. Acceptance of interests and abilities demonstrated by the teacher's behavior serves to strengthen bonds of respect between students and teachers.

Session Schedule

Prior to the first day of each session, the Director will conduct a 1 - 3 day training session for teachers. During this session, the following should be addressed:

1. Program Philosophy
2. The Classroom Environment
3. Teaching Strategies
4. Assessment/Record Keeping
    - Assessments (Pre- and Post-)
    - Lack of Letter Grades for student work
    - Establishing folders for student work
    - Reporting progress to parents/administrator
5. Administrative Matters
    - Schedules: daily, weekly, session
    - Dress
    - Discipline
    - Procedures for Turning in paperwork
    - Lesson plans
    - Evaluation of program and participants
    - Materials
6. Miscellaneous

Following the teacher training session, teachers should schedule one-two days for preparation of classrooms. The Director is responsible for reproducing and providing all paperwork necessary for registration, pre-/post-assessments, and administrative record-keeping. The following timeline is suggested for participating teachers' instructional planning.

WEEK I

Days 1 and 2: Pre-Assessments
Get-Acquainted Activities
Independent Reading and Writing Time

Day 3: Begin Content Emphasis A
Introduce Individualized Reading Procedures
Introduce Process Writing Procedures

Days 4 and 5: Implement Reading and Writing Procedures
Conclude Content Emphasis A
Introduce Independent Project

Week II

Day 6: Continue Reading and Writing Procedures
Discuss Independent Project
Introduce Content Emphasis B

Day 7: Finalize Independent Project Idea

Days 8 and 9: Continue Reading and Writing Procedures
Continue Content Emphasis B
Continue Working on Project

Day 10: Conclude Content Emphasis B

WEEK III

Day 11:	Introduce Content Emphasis C
Days 12 and 13:	Continue Reading and Writing Procedures Continue Content Emphasis C Continue Working on Independent Project
Days 14 and 15:	Complete/Share Independent Projects Conclude Content Emphasis C Post-Assessments Open House for Parents/Interested Parties

Suggested Daily Schedule

9:00- 9:20	Private Writing Time (Journals) or Offer reading as an alternative
9:20- 9:30	Sharing Time/News or Read Picture Book to Class
9:30- 9:45	Content Lesson (Intro./Directions)
9:45-10:30	Content Follow-up (Rotating Small Groups, Allow 10 minutes for Close of Lesson)
*	
10:30-11:00	Private Reading/Conferences
11:00-11:20	Read Orally to Class (Novel)
11:20-11:40	Independent Project Work Time
11:40-12:00	REVIEW/Prepare for dismissal

* This seems a logical time for a break, should the teacher and students choose to have a formal time established for bathroom, water and/or physical activities.

Sample Weekly Plans

Table 4 summarizes activities from plans submitted by a teacher who taught an intermediate class in the pilot program (1989).

Table 4 Summary of Weekly Plans

Activity / Length	M	T	W	T	F
Journal Writing / 15 min.	x	x	x	x	x
Private Reading Time; Conferences / 30 min.	x	x	x	x	x
Oral Reading (*Mystery on Nine Mile Marsh*) / 20 min.	x	x	x	x	x
Independent Projects / 30 min.	x	x	x	x	x
Break / 10 min.	x	x	x	x	x
Oral Reading and Discussion / 25 min.					
-childrens' sports magazine article	x				
-newspaper article about local sports		x			
-*Song and Dance Man*, 1989 Caldecott				x	
-rules and regulations of basketball					x
-*Joyful Noise*, 1989 Newbery			x		
Guest Speaker (former basketball player) / 30 min.			x		
Viewing (*Maravich Memories*) / 25 min.		x		x	
Content Emphasis Tasks					
-Library research for timeline / 30 min.	x				
-Timeline, history of game / 30 min.		x			
-Chart of techniques used in game / 15 min.		x	x		
-Diagram of court (to scale) / 20 min.		x			
-Revise rules to alter game / 15 min.					x
TOTAL MINUTES EACH DAY	180	175	175	175	175

Note: Content emphasis determined by interests expressed by students via informal assessments.

Part III

Assessments

Why Are Assessments Necessary?

A program designed to facilitate the development of a love of reading is based on the concept that students have established preferences in academic areas, and have previously attempted to gather information pertaining to those areas. Additionally, by pinpointing interests and providing additional opportunities for information gathering, teachers/parents are demonstrating approval of self-selected interests and students' previous attempts to increase knowledge. Thus, students' are receiving positive cultural feedback regarding their efforts, and such feedback may motivate students to continue the behavior of reading to learn.

The assessments included in this portion of the program description are known as **informal assessments**, in that they are not statistically normed on sample groups which are representative of the general population. They are personal reflections of teacher/student, and require routine administration and interpretation of results. Repeated assessments are necessary due to the fact that attitudes and interests are not static, nor are results of informal assessments. Assessments should be repeated if students demonstrate a change in interests, or are not responding positively to activities. Although teachers may be relatively confident that interests will span the 15 day session proposed in this program, longer periods of instruction necessitate repeated administrations of informal assessments.

The following pages include descriptions of administration, scoring and interpretation of primary and intermediate interest inventories, reading attitude scales, writing attitude scales, and information taken from school records/parent conferences.

Summer Reading Program

Assessment Record

Student Name: ______________________________

Birthdate/place: ____________________________

School Last Attended ________________________

Last Grade Completed ______

Summer Session Teacher ______________________

Student attended ____ 1st ____ 2nd ____ Both Sessions

The following information was taken, in part, from "End of Year Pupil Evaluation", found in cumulative records of students attending Chapel Trafton School (sponsoring agency, pilot program, 1989). Parent-teacher conferences were conducted if students attended another school, and information regarding academic levels was provided primarily by parents. Summer session teachers completed the following assessments for each student: interest inventory, reading attitude scale, and writing attitude scale.

READING

Approximate Reading Level: ________________

Word identification strategies most often used (check one):

____ context clues ____ structural analysis

____ phonics ____ sight word recognition

*Summary of comprehension abilities: ____________________________

____

____

*Summary of reading interests: ____________________________

____

____

*Reading attitude scale score: Pre _______ + neutral __

Post _______ + neutral __

*WRITING

Writing ability (check one):

___ above average, as demonstrated by ______________________________

___ average

___ below average, as demonstrated by ______________________________

Summary of writing interests: ______________________________

____

____

Writing attitude scale score: Pre _______ + neutral __

Post _______ + neutral __

*INSTRUCTIONAL/TASK COMPLETION PREFERENCES

Prefers working ___ alone ____ with peer ____ with small group.

Prefers ____ leadership ____ group member role.

Prefers ____ structured ____ relaxed ____ combined setting.

Prefers ____ a long time ____ average time ____ short time to complete a task.

Prefers ____ quiet ____ moderate noise level while working.

Additional comments: ______________________________________

____

____

*Summer program assessments

Interpretation of Assessments

In preparing to interpret assessments, it is necessary to record information in a manner which allows quick visual access to all results. The preceding worksheet is designed to provide such access to results of attitudinal scales as well as recorded observational data. On page 77, a sample of a completed worksheet is provided. Lisa, a fictitious student, is the basis of the following discussion of assessment interpretation. The steps listed below are helpful when interpreting assessments such as those listed for Lisa.

1. Record all assessment results on a record sheet.
2. Note major areas of strength and weakness. Generally, these areas will represent large, cumulative skill groups within subject areas.

Lisa's strengths:	writing creative thought contributing group member
Lisa's weaknesses:	comprehension oral reading spelling handwriting

3. Identify more specifically the skills which relate to cumulative skill groups identified in step one. Look for evidence of strengths/weaknesses by suggesting cause/effect relationships. Additional assessments may be needed, but may take the form of oral/written questions which are completed in one - two minutes.

Detail of lisa's strength (based on observational data):
Writing - writes frequently, despite problems with handwriting and spelling
- able to express creative thought
- letters indicate desire to communicate through writing

Creative thought - frequently chooses to write thoughts
- enjoys reading her writing
- enjoys dramatizing her writing
- friend is older, perhaps more sophisticated in thoughts

Contributing group mentor - enjoys drama
- works well with peers
- maintains contact with friend
- stories often dealt with group rescue efforts
- follows oral directions well

Detail of weaknesses:

Comprehension - can only answer a few basic inferential questions. Seems to be making "best guess" answers
- has trouble with written directions
- abundant miscues

Oral reading - miscues are so abundant that she has trouble completing a passage far below her level

Spelling - spells words phonetically
- doesn't use/know how to use dictionary
- writes quickly

Handwriting - holds pencil incorrectly
- writes quickly

4. Examine detailed lists to find patterns: Which areas of strength can be related to which areas of weakness? Then, brainstorm activities which use a strength to build a weakness. Thus, confidence is strengthened, and the learning experience becomes more personally rewarding. When this occurs, the student will be more motivated to apply knowledge to new situations.

Lisa

Strength -- Weakness

writing --spelling
- teach Lisa to use word-processing software with spell-check
- teach proofreading symbols
- teach dictionary skills
- establish a program of process writing so that writing partner can help identify spelling errors

writing --handwriting
- allow additional time for student to complete task - establish firm timelines
- teach use of word-processing software
- establish a process writing program so that writing partner can offer encouragement on a daily basis, in addition to teacher's; partner also serves as a model

creative thought ----------------------------------comprehension
- ask comprehension questions about Lisa's stories
- implement a language experience program, where Lisa dictates story, teacher writes, and Lisa reads her own words
- incorporate discussions where Lisa compares and contrasts a reading selection to a previously read/student written story
- have Lisa write texts for wordless picture books, then answer questions about her story

group membership ---------------------------------oral reading
- dramatize stories rather than read orally
- dramatize wordless picture book, asking Lisa to narrate
- read different types of literature: poetry, plays, comics.

5. Review activities, omitting those which are repetitive or inappropriate, given the currently assigned student population. Request student input regarding the remaining activities. Doing so emphasizes the students' role in decision-making.

Sample Record of Assessments

Name: Lisa B.
Grade last completed: 4th

READING

Approximate Reading level: 3rd, first semester
Word identification strategies most often used (check one):
_____ context clues _____ structural analysis
__X__ phonics _____ sight word recognition

* Summary of comprehension abilities: Lisa doesn't recall much of what she reads; when reading orally, she stops often to sound out words and mispronounces many of them.

* Summary of reading interests: Lisa says that she likes romance novels, but she doesn't seem to have read very many of them. She read mostly cartoon books and seemed to enjoy the Caldecott picture books I showed her.

* Reading attitude scale score: Pre __70__ + neutral ___
Post _____ + neutral ___

* WRITING

Writing ability (check one):
__X__ above average, as demonstrated by creative ideas and frequency of writing
_____ average
_____ below average, as demonstrated __________

Summary of writing interests: Lisa has written several fairy tales, each dealing with the rescue of a heroine; she also has written several letters to her best friend, two years older than Lisa, who has recently moved to another state. However, her hand-writing is barely legible, and her spelling is far below level.

Writing attitude scale score: Pre __180__ + neutral ___
Post _____ + neutral ___

* INSTRUCTIONAL/TASK COMPLETION PREFERENCES

Prefers working _____ alone __X__ with peer _____ with small group
Prefers _____ leadership __X__ group member role.
Prefers __X__ a long time _____ average time _____ short time to complete a task.
Prefers _____ quiet __X__ moderate noise level while working.

Additional comments: Lisa seems a little sad, and she craves private moments with the teacher. She is hesitant to read orally, unless she is sharing one of her stories. She really enjoyed the creative dramatics, especially when they centered on her stories.

Instrument Description

The following pages include administering, scoring, and interpretation of the reading attitude scale (primary and intermediate), and the writing attitude scale (primary and intermediate). Both the reading and writing attitude scales may be administered to a group of students or individually. Interest inventories, however, should be completed independently by intermediate students, and should be read orally to primary students as the teacher records students' responses.

Scales for Measuring Attitude Toward Reading

Primary Scale

(Heathington, 1975)

The Primary Scale consists of 20 questions which are to be read to the respondent. After listening to a question beginning with the words "How do you feel . . . the respondent is asked to mark one of five faces (very unhappy, unhappy, neutral, happy, very happy) which shows how he feels about the question. A score of 5 is given for each very happy face chosen, a 4 for a happy face, a 3 for a neutral face, a 2 for an unhappy face, and a 1 for a very unhappy face. The possible range of scores is 5 x 20 (100) to 1 x 20 (20).

The following directions should be followed in administering the primary scale:

> Your answer booklet is made up of two pages. The left column goes from number 1 to number 10, and right goes from number 11 to number 20. Beside each number are five faces, a very unhappy face, an unhappy face, a face that's neither happy nor unhappy, a happy face, and a very happy face. I will ask you how you feel

about certain things and you will put an X on the face that shows how you feel. Suppose I said, "How do you feel when you eat chocolate candy? Which face shows how you feel?" Someone may have chosen an unhappy face because he doesn't like chocolate candy; someone else may have chosen a happy face because he likes chocolate candy. Now, I'll read some questions to you and you mark the face that shows how you feel about what I read. Remember to mark how **you** feel because everyone does not feel the same about certain things. I'll read each question two times. Mark only one face for each number. Are there any questions? Now listen carefully. "Number 1 . . . "

Primary Scale

How do you feel . . .

1. when you go to the library?
2. when you read instead of playing outside?
3. when you read a book in free time?
4. when you are in reading group?
5. when you read instead of watching TV?
6. when you read to someone at home?
7. about the stories in your reading book?
8. when you read out loud in class?
9. when you read with a friend after school?
10. when you read stories in books?
11. when you read in a quiet place?
12. when you read a story at bedtime?
13. when it's time for reading circle (group)?

14. when you read on a trip?
15. when you have lots of books at home?
16. when you read outside when it's warm?
17. when you read at your desk at school?
18. when you find a book at the library?
19. when you read in your room at home?
20. when you read instead of coloring?

Note: Raw scores designate students as demonstrating:

75 - 100 Positive Attitude

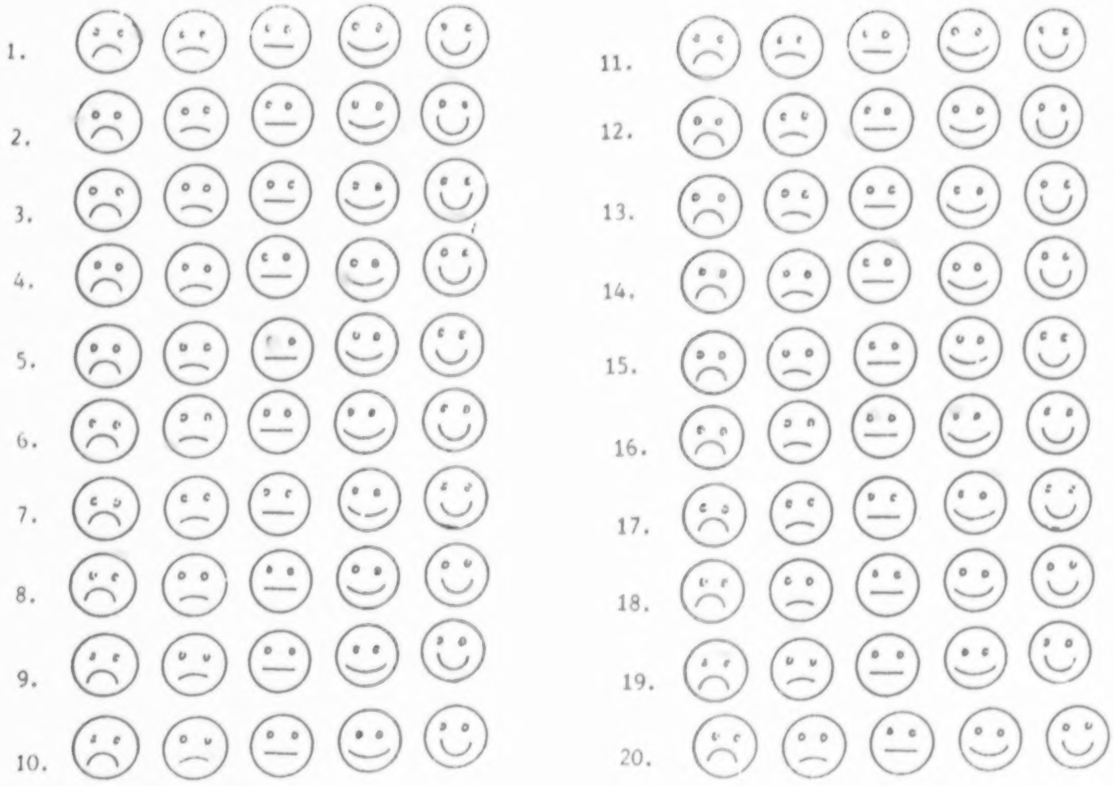
46 - 74 Neutral Attitude

20 - 45 Negative Attitude

READING

Name ______________________

Date ______________________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Heathington Intermediate Scale

The Intermediate Scale is composed of 24 statements about reading. The respondent is asked to mark whether he strongly disagrees, disagrees, is undecided, agrees, or strongly agrees with the statement read by the teacher. A score of 5 is given for a very positive response, a 4 for a positive response, a 3 for a neutral or undecided response, a 2 for a negative response, and a 1 for a very negative response.

On 9 of the items (numbers 2, 6, 10, 14, 15, 16, 20, 21, 23), a response of "strongly agree" indicates a very positive attitude and receives a score of 5. On the remaining 15 items, a response of "strongly disagree" indicates a very positive attitude and receives a score of 5. The possible range of scores is 5 x 24 (120) to 1 x 24 (24).

The following directions can be used in administering the intermediate scale:

> On your answer sheet, numbers on the right-hand column go from number 1 to number 14. Numbers on the left-hand column go from number 15 to number 24. Beside each number are five boxes. Over each box are one or two letters. SD stands for strongly disagree, D for disagree, U for undecided, A for agree, and SA for strongly agree. I will read certain statements to you and you are to mark an X in the box that shows how you feel. Suppose I said, "You enjoy eating chocolate candy." What box would you mark? Someone might love chocolate candy and would mark "strongly agree"; another person might enjoy it and mark "agree." Remember that everyone may not feel the same about the statements so make sure

you mark how you feel. Mark only one box for each number. I'll read each statement two times. Are there any questions? Now listen carefully "Number 1 . . ."

Intermediate Scale

1. You feel uncomfortable when you're asked to read in class.
2. You feel happy when you're reading.
3. Sometimes you forget about library books that you have in your desk.
4. You don't check out many library books.
5. You don't read much in the classroom.
6. When you have free time at school, you usually read a book.
7. You seldom have a book in your room at home.
8. You would rather look at the pictures in a book than read the book.
9. You check out books at the library but never have time to read them.
10. You wish you had a library full of books at home.
11. You seldom read in your room at home.
12. You would rather watch TV than read.
13. You would rather play after school than read.
14. You talk to friends about books that you have read.
15. You like for the room to be quiet so you can read in your free time.
16. You read several books each week.

17. Most of the books you choose are not interesting.
18. You don't read very often.
19. You think reading is work.
20. You enjoy reading at home.
21. You enjoy going to the library.
22. Often you start a book, but never finish it.
23. You think that adventures in a book are more exciting than TV.
24. You wish you could answer the questions at the end of the chapter without reading it.

NOTE: Raw scores designate students as demonstrating:

79 - 124 Positive Attitude

50 - 78 Neutral Attitude

24 - 49 Negative Attitude

READING

Name ______________________________

Date ______________________________

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

	SD	D	U	A	SA
1.	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐
6.	☐	☐	☐	☐	☐
7.	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐
11.	☐	☐	☐	☐	☐
12.	☐	☐	☐	☐	☐
13.	☐	☐	☐	☐	☐
14.	☐	☐	☐	☐	☐
15.	☐	☐	☐	☐	☐
16.	☐	☐	☐	☐	☐
17.	☐	☐	☐	☐	☐
18.	☐	☐	☐	☐	☐
19.	☐	☐	☐	☐	☐
20.	☐	☐	☐	☐	☐
21.	☐	☐	☐	☐	☐
22.	☐	☐	☐	☐	☐
23.	☐	☐	☐	☐	☐
24.	☐	☐	☐	☐	☐

Emig-King Writing Attitude Scale for Students (1979)

(Adapted 1989, Cothern)

Name ______________________________ Date __________________

Teacher ___________________________

1. I write letters to my family and friends.
2. On my own, I write stories, plays or poems
3. I choose to re-read and correct what I've written.
4. When I have free time, I prefer writing to being with my friends.
5. I prefer topics I choose myself to ones the teacher gives.
6. On the whole, I like school.
7. I use writing to help me study and learn new subjects.
8. Girls enjoy writing more than boys do.
9. I like what I write.
10. Writing is a very important way for me to express my feelings.
11. Doing workbook pages helps me improve my writing.
12. A student who writes well gets better grades in many subjects than someone who doesn't.
13. When I have free time, I prefer writing to reading.
14. I do school writing assignments as fast as I can.
15. I get better grades on topics I choose myself than on those the teachers assign.
16. I write for the school newspaper, magazine or yearbook.
17. I choose to keep notes for school studies.
18. When I have free time, I prefer writing to sports, games or hobbies.
19. I leave notes for my family and friends.
20. The teacher is the most important reader for what I write in school.

21. Students need to plan in writing for school reports.

22. When I have free time, I prefer writing to watching television.

23. I write better than I speak.

24. Good writers spend more time re-reading and correcting their writing than poor writers.

25. I join groups that involve writing.

26. I write better than I read.

27. I spend more time on a piece of writing I do outside school than one i do as an assignment.

28. Studying rules about writing helps me improve my writing.

29. I'd rather write than study famous books.

30. I share what I write for school with family and friends.

31. I write important people like my Congressman or Mayor.

32. I write graffiti on walls, sidewalks, desks and buildings.

33. In class, I share what I write with other members of the class.

34. When I have free time, I prefer writing to listening to music.

35. Teachers give poor grades to papers that have misspellings.

36. Writing for others is more important than expressing myself.

37. I can put off doing assigned writing until the last minute and still get a good grade.

38. I must learn to write a good paragraph before I can write a whole report.

39. I keep a journal or diary.

40. I prefer writing to acting out plays during language arts time.

Note: For both primary and intermediate students, raw scores designate students as possessing:

75 - 100	Positive Attitude
46 - 74	Neutral Attitude
20 - 45	Negative Attitude

Primary Scale
Answer Sheet

Emig-King Revised Writing Attitude Scale
(Adapted 1989)

Name ______________________________ Date __________________

Writing, Part I

1.	yes	don't know	no
2.	yes	don't know	no
3.	yes	don't know	no
4.	yes	don't know	no
5.	yes	don't know	no
6.	yes	don't know	no
7.	yes	don't know	no
8.	yes	don't know	no
9.	yes	don't know	no
10.	yes	don't know	no
11.	yes	don't know	no
12.	yes	don't know	no
13.	yes	don't know	no
14.	yes	don't know	no
15.	yes	don<t know	no
16.	yes	don't know	no
17.	yes	don't know	no
18.	yes	don't know	no
19.	yes	don't know	no
20.	yes	don't know	no

Writing, Part 2

21.	yes	don't know	no
22.	yes	don't know	no
23.	yes	don't know	no
24.	yes	don't know	no
25.	yes	don't know	no
26.	yes	don't know	no
27.	yes	don't know	no
28.	yes	don't know	no
29.	yes	don't know	no
30.	yes	don't know	no
31.	yes	don't know	no
32.	yes	don't know	no
33.	yes	don't know	no
34.	yes	don't know	no
35.	yes	don't know	no
36.	yes	don't know	no
37.	yes	don't know	no
38.	yes	don't know	no
39.	yes	don't know	no
40.	yes	don't know	no

Note: Items should be read to students in two sittings.
Response values: Yes = 5 pts.
Don't Know = 3 pts.
No = 1 pt.

75 - 100 Positive Attitude
46 - 74 Neutral Attitude
20 - 45 Negative Attitude

Intermediate Scale
Answer Sheet

Name ________________________________ Date ____________________
Writing

1.	always	almost always	sometimes	seldom	never
2.	always	almost always	sometimes	seldom	never
3.	always	almost always	sometimes	seldom	never
4.	always	almost always	sometimes	seldom	never
5.	always	almost always	sometimes	seldom	never
6.	always	almost always	sometimes	seldom	never
7.	always	almost always	sometimes	seldom	never
8.	always	almost always	sometimes	seldom	never
9.	always	almost always	sometimes	seldom	never
10.	always	almost always	sometimes	seldom	never
11.	always	almost always	sometimes	seldom	never
12.	always	almost always	sometimes	seldom	never
13.	always	almost always	sometimes	seldom	never
14.	always	almost always	sometimes	seldom	never
15.	always	almost always	sometimes	seldom	never

16.	always	almost always	sometimes	seldom	never
17.	always	almost always	sometimes	seldom	never
18.	always	almost always	sometimes	seldom	never
19.	always	almost always	sometimes	seldom	never
20.	always	almost always	sometimes	seldom	never
21.	always	almost always	sometimes	seldom	never
22.	always	almost always	sometimes	seldom	never
23.	always	almost always	sometimes	seldom	never
24.	always	almost always	sometimes	seldom	never
25.	always	almost always	sometimes	seldom	never
26.	always	almost always	sometimes	seldom	never
27.	always	almost always	sometimes	seldom	never
28.	always	almost always	sometimes	seldom	never
29.	always	almost always	sometimes	seldom	never
30.	always	almost always	sometimes	seldom	never
31.	always	almost always	sometimes	seldom	never
32.	always	almost always	sometimes	seldom	never

33.	always	almost always	sometimes	seldom	never
34.	always	almost always	sometimes	seldom	never
35.	always	almost always	sometimes	seldom	never
36.	always	almost always	sometimes	seldom	never
37.	always	almost always	sometimes	seldom	never
38.	always	almost always	sometimes	seldom	never
39.	always	almost always	sometimes	seldom	never
40.	always	almost always	sometimes	seldom	never

Note:
Response Values: always = 5 pts.
almost always = 4 pts.
sometimes = 3 pts.
seldom = 2 pts.
almost never = 1 pt.

75 - 100 Positive Attitude
46 - 74 Neutral Attitude
20 - 45 Negative Attitude

Primary Student Interest Inventory

Name ______________________________ Date ________________

Administer orally to individual students.

1. How many older brothers _____ and sisters _____ do you have?
   How many younger brothers _____ and sisters _____ do you have?

2. Did you enjoy school last year? Y N Why? ________________
   ____

3. Which subjects do you like better:
   reading or math
   math or writing
   science or reading
   social studies or math
   spelling or reading
   math or science
   writing or reading
   language or math
   art or PE
   music or PE

4. What was the name of the last book you read?
   ____

5. What is the name of your favorite book?
   ____

6. What is the last thing you wrote?
   ____

7. Would you rather read about:
   note: When interests begin to "surface", identify specific areas using teacher-initiated follow-up questions. This will pinpoint reading interests of individual students.

   Notes

   bugs, famous people or airplanes
   rocks, make-believe or TV shows
   trains, animals or the future
   farms, life in the ocean or sewing
   space, different countries or sport
   math, mountains, or fashion
   movie stars, music or crafts
   famous artists, volcanoes, or zoos

plants, romance or picture books
magazines submarines or mysteries
newspapers, wars or computers
movies, the old west or Bible days
cities, dinosaurs or poetry
comics, the beach or mountain climbing
jets, modern life or hobby books

Summary of interests:

Intermediate Student Interest Inventory

Name: ____________________________________

Rank the following subjects (1 = favorite, 6 = least favorite)

_____ Reading
_____ Writing
_____ Spelling
_____ Math
_____ Science
_____ Social Studies

Why did you choose the subject ranked as number 1?

Why did you choose the subject ranked as number 6?

List the titles of the last three books you read:

1.

2.

3.

About what subjects do you like to write?

About what subjects do you like to read?

What would you like to learn about this session?

Who do you admire more than anyone else in the world? Why?

If you had to be someone else, who would you choose to be? Why?

Put a check beside the things which interest you. (Use the space below to make comments)

animals
cars
boats
bugs
famous people of the past
famous people of the present
the future
poems
science fiction
the past
magazines
comics
newspapers
other countries
the U.S.
plays
mysteries

Put a check beside the places you have been:
circus
fair
another state (list)
another country (list)
big city
farm
library
movie
boat
ship
train
plane
horseback riding
mall
zoo
fishing
hunting
camping
museum
art gallery

Part IV

Record Keeping

The following forms have been found to be helpful in designing and implementing effective instruction:

For the classroom:	Reading Conference Record Sheet
	Writing Conference Evaluation Form
	Project Evaluations: Self/Peer
	Assessment Record
	Content Emphasis Planner
For the director:	Student Evaluation of Program
	Teacher Evaluation of Program
	Parent Evaluation of Program
	Evaluation of Teacher Performance
	Evaluation of Director Performance
Miscellaneous Forms:	Introductory Letter
	Open House Invitation
	Teacher Permission Slip
	Registration Form
	Materials Request
	Inventory of Materials Used

Student Reading Record Sheet

Name ______________________ Teacher ______________________

Date	Type of Lit.	Setting	Characters	Conflict Solution	Opinion	Total Points
1 2	Title Author					
1 2	Title Author					
1 2	Title Author					
1 2	Title Author					
1 2	Title Author					
1 2	Title Author					
1 2	Title Author					
1 2	Title Author					
1 2	Title Author					
1 2	Title Author					
1 2	Title Author					
1 2	Title Author					
1 2	Title Author					
1 2	Title Author					
1 2	Title Author					

WRITING CONFERENCE CHECKLIST

____ 1. Neatness ____________________

____ 2. Spelling ____________________

____ 3. Punctuation/Capitalization ____________________

____

____ 4. Content

Interesting/Creative ____________________

Sensible ____________________

Complete ____________________

____ 5. Following Directions

Length ____________________

Form ____________________

Other comments ____________________

Scale: 1 = good
2 = average
3 = poor (must be accompanied by a comment)

Author's Name ____________________

Critiqued By ____________________ Date ____________

(Cothern, 1987b)

Self Evaluation of Project(s)

Name ____________________ Date ____________

Project/Subject ____________________

	Yes	No	Undecided
Did I improve myself by doing this activity?			
Did I do as much as I could?			
Did I understand how to complete the activity?			
Did I learn anything new?			
Was my work well received by others?			
Would I do this activity again?			

Planning Activities:

1. ____________________
2. ____________________
3. ____________________

Completion/construction Activities

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Sharing Activities

1. ____________________
2. ____________________
3. ____________________

I ____ enjoyed ____ did not enjoy this activity because ____________________

____

I plan to follow up this study by doing ____________________

____

Peer Evaluation of Project(s)

Name ______________________________ Date ____________________

Project ____

General Quality of Work	Good	Average	Poor
Neatness/Accuracy	Good	Average	Poor
Importance to me	High	Medium	Low

When I looked at this project, I felt ______________________

because ____.

Here are two new things I learned as a result of this project examination

1. ____
2. ____

Here are three questions I have alter examining this project

1. ____
2. ____
3. ____

Assessment Record

Assessment Record

Student Name: ______________________________

Birthdate/place: ______________________________

School Last Attended ______________________________

Last Grade Completed ______

Summer Session Teacher ______________________________

Student attended ____ 1st ____ 2nd ____ Both Sessions

The following information was taken, in part, from "End of Year Pupil Evaluation", found in cumulative records of students attending Chapel Trafton School in Baton Rouge, LA (1989). Parent-teacher conferences were conducted if students attended another school, and information regarding academic levels was provided primarily by parents. Summer session teachers completed the following assessments on each student; interest inventory, reading attitude scale, and writing attitude scale.

READING

Approximate Reading Level: ________________

Word identification strategies most often used (check one):

____ context clues ____ structural analysis

____ phonics ____ sight word recognition

*Summary of comprehension abilities: ______________________________

____

____

*Summary of reading interests: ______________________________

____

____

*Reading attitude scale score: Pre _______ + neutral __

Post _______ + neutral __

*WRITING

Writing ability (check one):

___ above average, as demonstrated by ______________________________

___ average

___ below average, as demonstrated by ______________________________

Summary of writing interests: ______________________________________

____

____

Writing attitude scale score: Pre _______ + neutral ___

Post _______ + neutral ___

*INSTRUCTIONAL/TASK COMPLETION PREFERENCES

Prefers working ___ alone ____ with peer ____ with small group.

Prefers ____ leadership ____ group member role.

Prefers ____ structured ____ relaxed ____ combined setting.

Prefers ____ a long time ____ average time ____ short time to complete a task.

Prefers ____ quiet ____ moderate noise level while working.

Additional comments: ____

____

____

*Summer program assessments

Content Emphasis Planner

Teacher: ______________________ Date ______________

Please write a brief summary of Content Emphases planned for each week. You may use outline/web form if you prefer. Please indicate on the back if you would like me to find guest speakers (subject, perspective from which you would like speaker to approach subject, 2 or 3 possible times/days, name and number if you know someone who can come).

Week 1

Week 2

Week 3

Primary Student Program Evaluations

1. I liked working with my classmates this summer.
2. We worked together more than we did in my class last year.
3. I liked being able to choose what I studied.
4. Picking the books I wanted to read was fun.

*5. I wish we could have met in reading groups and had workbook pages to finish.

6. Talking about my writing with a friend helped me to write better.
7. My teacher made learning fun.

*8. We were her too long. I wish our day would have been shorter.

9. We had lots of fun books, games and toys to play with while we learned.
10. Coming to summer school made me feel important.
11. The decorations in my classroom were always fun to look at and think about.

Scoring:

😀 = 5 points

🙂 = 4 points

😐 = 3 points

😕 = 2 points

☹ = 1 point

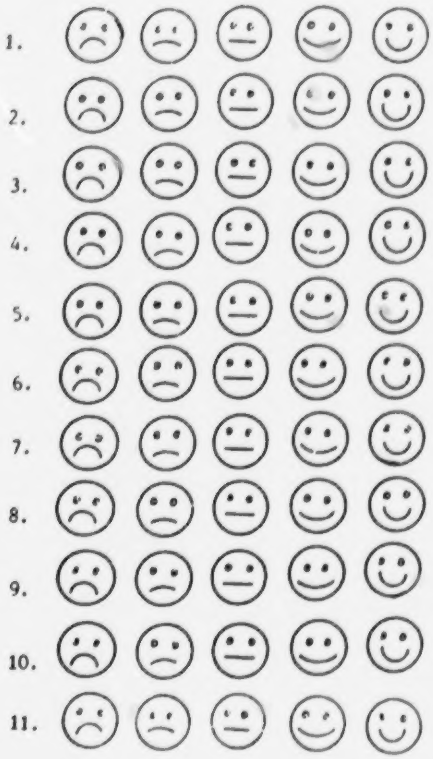
Range = 44 points (11 - 55)

*Items are reversed (☹ = 5 points . . . 😀 = 1 point)

____

Student Evaluation Form: Primary

Session I or II Entering Grade _____ at ____________________ school.


1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.

Intermediate Student Program Evaluation

Session I or II   Next year, I will enter the _______ grade at _______ ______________________________ school.

BRAINSTORMING

What I liked:	What I didn't like:
Put a * by what you liked best.	Put a + by what you liked least.

Think about the following as you fill the space above: your independent project, weekly studies, choosing your own books, homework, writing, sharing your work with others, the length of the day, your teacher, art, your classmates, conferences, journals . . . . .

Parent Program Evaluation

Grade student will enter in August, 1989: ________

In an effort to increase the effectiveness of future programs, I am asking that you take a few moments to complete this evaluation of experiences in which your child has participated. Your opinion would be based on observation, any comments your child has made regarding the summer reading program, and impressions formed during both teacher conferences (if applicable) and the culminating Open House. Your comments and prompt return of this from are greatly appreciated.

Sincerely,

____________________, Director
Summer Reading Program

Rank your perception of effectiveness in the areas below by circling the appropriate number (1 = excellent; 2 = good; 3 = adequate; 4 = needs improvement; 5 = undecided)

1. Attempts to make my child feel as if his/her interests were important. 1 2 3 4 5
2. Creativity was evident in activities. 1 2 3 4 5
3. Degree to which activities were geared to my child's interests. 1 2 3 4 5
4. Degree to which activities were geared to my child's academic levels. 1 2 3 4 5
5. Effectiveness in positively increasing my child's attitude toward reading. 1 2 3 4 5
6. Effectiveness in positively increasing my child's attitude toward writing. 1 2 3 4 5
7. Amount of communication between teacher or director and parents. 1 2 3 4 5
8. Effectiveness in developing my child's confidence with peers as a result of peer tutoring and small group activities. 1 2 3 4 5
9. Overall, I feel this program was ____. 1 2 3 4 5
10. Please use the space below to address any areas which were not addressed above (Use back if needed).

Evaluation of Teacher Performance

Teacher ____________________ Evaluated by ____________________

Grade taught ____ Position ____________________

Session I / II Date ____________________

The comments below are based on the following observations of teaching performance: ____

____

____

	Excellent	Good	Satisfactory	Needs Impr.	Not Observed*
1. General appearance	.	.	.	.	.
2. Voice quality	.	.	.	.	.
3. Spoken language	.	.	.	.	.
4. Written language	.	.	.	.	.
5. Knowledge of child development	.	.	.	.	.
6. Rapport with children	.	.	.	.	.
7. Addresses individual interests	.	.	.	.	.
8. Demonstrates problem solving skills	.	.	.	.	.
9. Efficiency in dealing with paperwork	.	.	.	.	.
10. Creativity in lessons planned	.	.	.	.	.
11. Established a stimulating environment	.	.	.	.	.
12. Variety in materials used	.	.	.	.	.
13. Encourages pupil elaboration	.	.	.	.	.
14. Questioning skills	.	.	.	.	.
15. Clearness of directions	.	.	.	.	.
16. Management of discipline	.	.	.	.	.
17. Appropriate modeling of procedures	.	.	.	.	.
18. Application of assessment results in planning and implementing activities	.	.	.	.	.
19. Initiative	.	.	.	.	.
20. Overall effectiveness in stimulating a love of language arts	.	.	.	.	.

*Not a negative rating

Strengths noted: ____

____

____

Areas needing improvement/altered strategies: ______________________

____

____

____

Signed: ____________________ Date: ____________

Teacher Reaction: ______________________________

____

____

____

____

____

____

____

Teacher Signature: ____________________ Date: ____________

Please return to school office when completed.

Evaluation of Director Performance

Director ______________________ Evaluated by ______________________

Position ______________________

Date ______________________

The comments below are based on the following relationship/types of interactions over a period of time lasting from ________ to ________.

	Excellent	Good	Satisfactory	Needs Impr.	Not Observed*
1. General appearance	.	.	.	.	.
2. Voice quality	.	.	.	.	.
3. Spoken language	.	.	.	.	.
4. Written language	.	.	.	.	.
5. Knowledge of child development	.	.	.	.	.
6. Rapport with children	.	.	.	.	.
7. Addresses individual interests	.	.	.	.	.
8. Questioning skills	.	.	.	.	.
9. Clearness of directions	.	.	.	.	.
10. Management of discipline	.	.	.	.	.
11. Appropriate modeling of procedures	.	.	.	.	.
12. Promptness in answering requests	.	.	.	.	.
13. Expectations clear	.	.	.	.	.
14. Expertise in knowledge of language arts demonstrated	.	.	.	.	.
15. Availability	.	.	.	.	.
16. Ability to address problems tactfully and effectively	.	.	.	.	.
17. Overall effectiveness in stimulating a love of language arts	.	.	.	.	.

*Not a negative rating

Strengths noted: ____

____

____

Areas needing improvement/altered strategies: ______________________

____

____

____

Signed: __________________________ Position: __________________

Date: ______________________

Director Reaction

____

____

____

____

____

____

____

Return to school administrator when completed.

Introductory Letter

Date ______________________

Dear Parents,

________________ School is pleased to announce that a summer reading program will be offered for students entering first through sixth grades. The author of this affective-based reading program is Nancy Cothern, Ph.D., Assistant Professor of Education at Indiana University-Purdue University at Fort Wayne. Her philosophy of effective reading instruction is centered on the notion that in order for children to develop mature reading habits (which includes mastering necessary reading skills), students must first develop a love of reading and an understanding of the way communicative strategies work in conjunction to enhance meaning. In order to achieve this goal, Dr. Cothern has identified and incorporated activities which have been proven to be motivating to young learners. The program is suitable for all students, regardless of reading ability, in that it strengthens an established love of reading, and encourages a love of reading for those who are in need of this affective aspect of reading maturity.

While in session, students will participate primarily in self-selected reading and follow-up activities which are based on individual students' interests. Small group learning experiences, based on shared interests, will also be incorporated into reading, writing, speaking and listening activities. Guest speakers, creative dramatics, and exploration of ideas through independent mini-projects will serve to stimulate an understanding and appreciation for the interrelations which exist between language processes. Careful records of student progress will be maintained and forwarded to your child's teacher (_________________ to ______________ school year). Assessments will be affective-based (centering on gains in attitude toward language processes, increased ability to select and discuss literature, and participation in student/teacher designed activities). The teachers employed to provide instruction are __________________________________, and _____________ ______________. They were invited to participate due to the degree to which their philosophies of reading instruction align with Dr. Cothern's, as evidenced by their instructional strategies.

Two sessions, each lasting three weeks, are being offered in an attempt to minimize interference with summer plans. The first will begin on ___ _______ and end on ____________; the second will begin on ___________ and end on ____________. Students will be in class from _____ to ____ on Monday through Friday. Transportation ___________________________ _____________________. The cost of enrollment in one session is $____ per child.

Due to the individuality of each session, we are encouraging parents to consider enrolling children in both sessions, thus maximizing the effectiveness of this outstanding program. You may contact ___________ should you have questions pertaining to our summer sessions.

It should be noted that enrollment is limited to ______ students per class, so you must register your child no later than _______________.

Should you have questions regarding this program, do not hesitate to contact me at 481-6455.

Sincerely,

____
(Administrator)

____

____
(Address)

Introductory Letter: Short Form

Date ____________

Dear Parents,

___________________ School is pleased to announce that a summer reading program will be offered for students entering first through sixth grades. The author of this affective-based reading program is Nancy Cothern, Ph.D., Assistant Professor of Education at Indiana University-Purdue University at Fort Wayne. Her philosophy of effective reading instruction is centered on the notion that in order for children to develop mature reading habits (which includes mastering necessary reading skills), students must first develop a love of reading and an understanding of the way communicative strategies work in conjunction to enhance meaning. In order to achieve this goal, Dr. Cothern has identified and incorporated activities which have been proven to be motivating to young learners. The program is suitable for all students, regardless of reading ability, in that it strengthens an established love of reading, and encourages a love of reading for those who are in need of this affective aspect of reading maturity.

Two sessions, each lasting three weeks, are being offered in an attempt to minimize interference with summer plans. The first will begin on __________ and end on _____________; the second will begin on ___________ and end on ___________.

Due to the individuality of each session, we are encouraging parents to consider enrolling children in both sessions, thus maximizing the effectiveness of this outstanding program. If applicable, attendance in one of the sessions satisfies tutoring requirements for promotion.

Should you desire additional information regarding our summer reading program, contact ____________________________. It should be noted that enrollment is limited to _____ students per class, so you must register your child no later than ________________________.

Sincerely,

____
(Administrator)

____

____
(Address)

OPEN HOUSE!!! OPEN HOUSE!!! OPEN HOUSE!!!

Please plan to attend an Open House, from _____ - _____, on one of the following days:

For those enrolled in Session 1: ________________

For those enrolled in Session 2: ________________

The purpose of the Open House is to provide your children (and their teachers!) with an opportunity to share the many creative activities which have been planned especially for them - the whole family is invited, and bring a friend!

See you then -

__________________, Director

Teacher Permission Slip

By participating in the Indiana University Summer Reading Program, I am agreeing to the possible publication of my performance/comments.

Teacher ______________________________

Address ______________________________

____

Phone ________________________________

Date _________________________________

Summer Reading Program

Registration Form

Date ____________________

Student Name ____________________________________

Address ____________________________________

____

Home Phone ________________

Date of Birth ______________

School Last Attended ____________________________

Grade Last Completed ____________________________

Emergency Number: This should be a number at which a (check one)

____ Parent ____ Grandparent ____ Friend/Neighbor

____ Other ________________________ may be reached from ____ - ___ daily.

# __________________ Name _________________________

# __________________ Name _________________________

*** List allergies / medical conditions on back of page. ***

In enrolling my child in ___________________ Summer Reading Program, I am granting permission for my child's work to be examined, analyzed, and reported in efforts to communicate program effectiveness to professional educators.

Signed ________________________ Date _______________

Relationship to Child _________________________________

Materials Request Form

I need the following items by ____________________________.

#____ books about _________________________ on the _____ grade level.
#____ books about _________________________ on the _____ grade level.
#____ magazines about _____________________ on the _____ grade level.
______________ about _____________________ on the _____ grade level.
Art supplies: # _________ Item ___________________________________
_________ Item ___________________________________

Other:
Needed Item Color Size

____
____
____

Signed: ______________________________ Date: ______________________

****

I need the following items by ______________________.

#____ books about _________________________ on the _____ grade level.
#____ books about _________________________ on the _____ grade level.
#____ magazines about _____________________ on the _____ grade level.
______________ about _____________________ on the _____ grade level.
Art supplies: # _________ Item ___________________________________
_________ Item ___________________________________

Other:
Needed Item Color Size

____
____
____

Signed: ______________________________ Date: ______________________

****

I need the following items by ______________________.

#____ books about _________________________ on the _____ grade level.
#____ books about _________________________ on the _____ grade level.
#____ magazines about _____________________ on the _____ grade level.
______________ about _____________________ on the _____ grade level.
Art supplies: # _________ Item ___________________________________
_________ Item ___________________________________

Other:
Needed Item Color Size

____
____
____

Signed: ______________________________ Date: ______________________

Inventory of Materials Used

Teacher ______________________________
(Please complete weekly, turn in on Monday)

Pens ______________________________
Pencils ______________________________
Lined Paper ______________________________
Folders ______________________________

Bulletin Board Paper

Color	Red	Blue	Green	White	Black	Brown	Orange	Yellow	Other
Yards	___	___	___	___	___	___	___	___	___

Newsprint # of Yards: ______________________________

Sheets of Ditto Paper
# of Thermofax
# of Spirit Master
# of Transparencies

Construction Paper

Color	Red	Blue	Green	White	Black	Brown	Orange	Yellow	Other
Size (S/L)									
#Sheets	___	___	___	___	___	___	___	___	___

Art Paper # Sheets

Paint/Clay/Markers/Crayons/Chalk/ (record #)

Color	Red	Blue	Green	White	Black	Brown	Orange	Yellow	Other
Paint	___	___	___	___	___	___	___	___	___
Clay	___	___	___	___	___	___	___	___	___
Markers	___	___	___	___	___	___	___	___	___
Crayons	___	___	___	___	___	___	___	___	___
Chalk	___	___	___	___	___	___	___	___	___
Other									

# of Audiotapes # of Videotapes

Other
# Magazines (List title of each on back)
# Newspapers
#
#

This week, I have used the following audio-visual materials:

Cassette tape recorder	_____ times.	Overhead projector	_____
Computer	_____	Microscope	_____
Record Player	_____	VCR	_____
Filmstrip projector	_____	16 mm film projector	_____
Other _____________	_____		
_____________	_____		

Part V

Budget: Pilot Program

The following budget is based on pilot program expenditures. Estimates of future program costs will be determined by number of students, number and length of sessions, and number of classes.

I. Personnel	
Director (two sessions lasting three weeks each)	$1,800.00
Teachers (four teachers, each teaching one class in one session)	3,200.00
Student Workers (two workers each assigned to two classes per session)	300.00
Personnel Total	$5,300.00
II. Materials	
Pens (10 at .20 each)	$2.00
Pencils (26 at .10 each)	2.60
Lined 8 x 10" paper (3 packages at $2.00 each)	6.00
*Bulletin Board Paper	
White (26 yards)	40.00
Yellow (2 yards)	5.00
Brown (1 yard)	2.00
*Newsprint (19 yards)	15.00
Notepad 4 x 6" (4 at $1.00 each)	4.00
*Ditto paper (2 reams)	10.00
*Construction Paper	
Large (Variety colors, 1)	5.00
Small (Variety colors, 1)	5.00
Large white (1)	5.00
Posterboard (2 at .75 each)	1.50
Contac Paper (1 roll)	2.00
Manilla Folders (80 at .20 each)	40.00
Crepe paper (5 at $1.50 each)	7.50
Saran Wrap (1 at $3.00 each)	2.00
Water color sets (10 at $2.00 each)	20.00
Brushes (10 at .50 each)	5.00
Clay (1 lb. at $3.00 each)	3.00
Markers, broad tip (4 packages at $2.00 each)	8.00
Markers, fine tip (4 packages at $2.00 each)	8.00
Crayons (4 packages of 32 at $2.00 each)	8.00
*Chalk (2 boxes at $1.50 each)	3.00
Colored Pencils (4 packages of 10 at $2.00 each)	8.00
Cassette audio tapes (30 minutes, 5 at $1.00 each)	5.00
Video tapes (VHS, 1 at $5.00 each)	5.00

Magazines Life, Sports Illustrated (2), Kids Sports Illustrated (2), Audubon, Louisiana Conservationist, Baton Rouge Morning Advocate/State Times (8), Highlights (10 issues) at approximately $2.00 each	38.00
**Records Classical music	NC
**Puppets	NC
**Bath tissue rollers	NC
Potatoes (2 at .20 each)	.40
Toothpicks (1 box at $1.00 each)	1.00
Craft Eyes (4 at .15 each)	.60
**Long dresses	NC
**Rattan Sofa	NC
**Cardboard box	NC
Dowels (2 - 1/2" x 13" at $1.00 each)	2.00
*Prism	25.00
*Teacher scissors	32.00
*Tape, cellophane	6.00
*Tape, masking	6.00
Garden hose (50 feet, 1 at $10.00 each)	10.00
M & Ms candy (1 lb. at $3.00 each)	3.00
**Pine cones	NC
*Stapler (4 at $10.00 each)	40.00
*Staples (2 boxes at $2.00 each)	4.00
*Paper clips (4 boxes at $1.50 each)	6.00
**Cotton balls	NC
*Preserved animal specimens	50.00
Materials Total	$451.60
III. Equipment	
*Microscope	200.00
*VHS VCR player	500.00
**VHS VCR recorder	NC
*Record Player (4 at $50.00 each)	200.00
*Audio cassette tape player (4 at $50.00 each)	200.00
Equipment total	$1,100.00
Total Expenditures	$6,851.60
Less amount absorbed by sponsoring agency	$1,359.00
GRAND TOTAL	$5,492.60

Note: * indicates that the item is provided by the sponsoring agency at no cost to the reading program.

** indicates that the teacher and/or students provided the item at no cost to the reading program.

Part VI

Pilot Program Evaluation

Program Description

The pilot program, conducted during the summer of 1989, consisted of two three-week sessions. Fifteen students and four teachers participated in the pilot program, as Table 5 illustrates:

Table 5 Summary of Pilot Program Participants

	Session 1		Session 2	
	Primary	Intermediate	Primary	Intermediate
Number of Students	4	2	2	7
Teacher	2	1	3	4

Participating teachers were professionals with previous experience in a variety of classroom settings. Table 6 illustrates the collective experience of the faculty involved in this program:

Table 6 Summary of Supervisory Personnel Experience

Teacher	1	2	3	4
Years experience at pilot grade level				
Total years experience				
Years at pilot school				
Degrees and dates awarded				
Awarding institution				
Number and recency of graduate reading courses				
Membership in professional organizations				
Professional honors				

Each session was preceded by one four-hour training session for teachers, leaving approximately eight hours (over two days) for teachers preparation. Lesson plans submitted by each teacher reflected the types of activities described in preceding pages. Each school day lasted 180 minutes, and students attended from Monday through Friday from 9:00 a.m. to 12:00 noon.

Written efforts to recreate stimulating environments and associated effective teaching techniques, as is the case here, typically fall short of both the readers' and writer's expectations. For this reason, classroom environments will be described using established components of effective teaching, as outlined by Ratekin, Simpson, Alverman,and Dishner (1985). These components include (a) the organization of the lesson, (b) implied and/or stated purpose, (c) instructional materials and resources, (d) activities, (e) instructional practices, and (f) evaluation techniques. Table 7 ranks each component, by teacher, from excellent (1) to needs improvement (4):

Table 7 Evaluation of Effectiveness of Instruction

	Teacher			
Component	1	2	3	4
Organization of lessons	2	1	2	3
Implied &/or stated purpose	1	1	1	3
Instructional materials & resources	1	3	1	1
Activities	1	4	1	1
Instructional practices	1	3	1	2
Evaluation	2	4	1	2

Note. 1 = excellent
2 = good
3 = fair
4 = needs improvement

Generally speaking, lessons were well thought out and based on students' expressed interests. Through questioning by the director, it was established that students were generally well aware of the purposes for various activities and were eager to complete the tasks involved. Materials included a wide variety, including art supplies, items collected from the outdoors, personal items brought from home, audio-visual equipment, and trade books. Activities typically involved individual attention, working with a partner, or with a small group. In most classes, activities were accompanied by informal, task-relevant dialogue which was conducted in relaxed groupings on the floor. Instructional practices were designed to facilitate learning by encouraging, questioning, and assisting in materials collection and use. Evaluations were entirely subjective, in that grades were not given for demonstrating evidence of learning, regardless of task completion. Evaluations were encouraged, however, and were primarily intrinsic self-evaluations which served to substantiate peer, parent, and teacher reactions to task completion/products.

Program assessments administered pre-/post-session included both primary and intermediate levels of (a) reading attitude scale, (b) writing attitude scale, and (c) an interest inventory (administered pre-session only). Additionally, end-of-year cumulative record information sheets were reviewed for students' reading levels and primary word recognition strategies. A program evaluation, given to each student and parent, was to have been completed anonymously and returned. Thoughts recorded in teacher and student journals were also reviewed in an effort to identify expressed affective issues related to the content, approach, and structure of the program.

It should be noted that the director was not advised of any discipline problems, although teachers reported that students did require verbal reminders when enthusiasm over independent projects interfered with progress. One teacher expressed difficulty with two students, specifically that reading/writing abilities were inadequate, and/or attitudes toward the summer reading program were negative. After observation, the director determined that students' interests were inadequately addressed by the teacher reporting difficulty. Attempts to improve the situation, which included the development and completion of individual projects (as outlined in procedures), were unsuccessful due to noncompliance by the teacher.

Analyses

Several analyses were used to evaluate program effectiveness. These include pre-/post-session scales measuring attitude toward reading and writing, student evaluations (primary and intermediate), and parent evaluations. This section is devoted to a summarization of results of each of these assessments. Table 8 illustrates changes in attitude toward reading and writing resulting from participation in the pilot program:

Table 8 Pre/Post-Session Attitude Measures

	Reading			Writing		
#/Sex/Level/Tchr.	Pre	Post	Difference	Pre	Post	Difference
Primary						
1 / F / 1 / 2	73	84	+ 9	66	60	- 6
2 / F / 1 / 2	91	88	- 3	76	80	+ 4
3 / M / 2 / 2	99	98	- 1	60	60	- -
4 / M / 1 / 2	91	60	-31	46	90	- 6
5 / M / 1 / 3	61	100	+39	54	62	+ 8
6 / F / 1 / 3	74	67	- 7	65	60	- 5
Intermediate						
7 / F / 4 / 1	84	84	- -	29	27	- 2
8 / F / 3 / 1	77	76	- 1	23	24	+ 1
9 / M / 5 / 4	66	67	+ 1	54	48	- 6
10 / M / 5 / 4	58	61	+ 3	47	40	- 7
11 / M / 4 / 4	48	45	- 3	47	55	+ 8
12 / M / 5 / 4	74	72	- 2	66	51	-15
13 / F / 5 / 4	65	50	-15	55	46	- 9
14 / F / 5 / 4	57	64	- 7	58	48	-10
15 / F / 5 / 4	69	72	+ 3	58	49	- 9

As illustrated by the figures above, changes in reading and/or writing attitude were, in most cases, slight. In these instances, pre-post-session differences were not significant enough to alter attitudes, categorized as positive, neutral or negative as measured by pre-session assessments. Instances where attitudes changed drastically were limited to two students (#5 and #4), both of whom were enrolled in the class where interests were not adequately assessed, and instruction was rigidly structured. Table 9 summarizes, by class, percentages of pre-post-session differences:

Table 9 Percentage of Pre-/Post-Session Differences in Attitude

	Reading	Writing
Primary	+1.01%	- .9%
Intermediate	- .9%	-8.8%
TOTAL	+1.0%	-9. %

As the table above illustrates, primary students demonstrated an increase in attitude toward reading, and a decrease in attitude toward writing. Intermediate students demonstrated a decrease in attitude toward reading, as well as a decrease in attitude toward writing. In the two cases where attitudes decreased significantly (#5 and #4), both students stated in qualitative remarks that they enjoyed the program, particularly self-selection of reading. They did not, however, enjoy reporting on what was read independently, or writing about what was read. Overall, these fluctuations in attitude were minor and did not alter classifications of students as possessing positive, neutral, or negative attitudes toward writing.

In an effort to further understand pre-/post-session fluctuations, program evaluations were examined. Primary students were given an 11 item, orally administered questionnaire. Responses were recorded on individual answer sheets on which a 5 point Likert scale had been reproduced (smiling faces from very happy to very unhappy). Results are listed in Table 10.

Table 10 Summary of Primary Students' Program Evaluations

Question Content	% of Student Responses				
	Very Happy	Happy	Undecided	Unhappy	Very Unhappy
I enjoyed working with my classmates.	100	--	--	--	--
Students in this class worked together more in this class than in my last class.	83	--	--	--	16
I enjoyed choosing my own studies.	66	--	--	--	33
I enjoyed choosing my own books to read.	100	--	--	--	--
I liked not having to meet in reading groups.	16	--	50	--	33
I liked process writing.	66	--	16	--	16
The teacher made learning fun.	100	--	--	--	--
I liked having a shorter school day.	50	--	--	--	50
There were many fun materials to use.	100	--	--	--	--
The things I did at school this summer made me feel important.	83	--	--	--	16
I liked the way the classroom made me feel and the way all the things in it made me think.	66	--	16	--	16

As the figures above illustrate, primary students enjoyed self-selection of books, increased time to work with peers, and the abundance of materials with which to work/play. They were not as positive concerning the lack of continuity from regular school to the summer program, as evidenced by their responses for questions dealing with the lack of traditional reading groups and the shortened school day.

Intermediate students were also given an opportunity to evaluate the program. The intermediate evaluation included a free response format for listing activities which students liked or disliked. Table 11 summarizes student comments:

Table 11 Summary of Intermediate Students' Program Evaluation

Activity/Procedure	% of students indicating: Like	Dislike
Projects	75	--
Self-selected reading	62	--
Relaxed environment	75	--
Journals	25	62
Classmates	62	--
Weekly content emphasis	100	50
Flexible breaks	25	--
Amount of art	37	37
Reading conferences	12	37
Teacher	50	--
Shorter day	25	50
Process writing	12	--
Amount of writing	--	62
Amount of reading	--	37
Homework	--	50*

Note. * Homework was not recommended in the guidelines of this program.

Free responses suggested that students most preferred weekly content emphases, followed by independent projects, self-selected reading, the relaxed environment, classmates, and teacher. Students disliked daily journals most, followed by the amount of writing program activities required, the short school day, having to complete homework, and weekly content emphases.

The return rate of parent questionnaires was 13.3% (n=2). While this figure is low, their comments are useful in determining the effectiveness of session activities, based on home observations of student comments/actions regarding participation in the pilot program.

Parent responses to nine questions, as indicated by the selection of one of four Likert scale options, were recorded on the anonymous questionnaire. Table 12 summarizes responses from the two parents who responded.

Table 12 Summary of Parent Program Evaluation

Question	Number of Responses: Excellent	Good	Adequate	Needs Improvement	Undecided
Activities in this program made my child feel important	2	--	--	--	--
Activities were creative	2	--	--	--	--
Degree to which my child's interests were addressed	2	--	--	--	--
Degree to which my child's academic levels were addressed	2	--	--	--	--
Effectiveness in improving attitudes toward reading and writing	1	--	--	1	--
Effectiveness of teacher/ parent communication	2	--	--	--	--
Effectiveness in increasing my child's confidence	2	--	--	--	--
Overall effectiveness of program	2	--	--	--	--

Additional parent comments centered on the effectiveness of teachers' modeling of relevant material, encouraging completion of projects, and interest/success in developing students' confidence. Parents also expressed that the brevity of the program possibly prohibited the desired increase in attitudes toward reading and writing, and encouraged that future programs be scheduled over longer periods of time.

Discussion

The results described above indicate that students enjoyed the academic freedoms of individualized reading, independent projects, and the relaxed environment in which they worked while at school. Conversely, students expressed that they did not enjoy the amounts of reading and writing the program required. Interestingly enough, the amount of reading and writing was determined, to a great extent, by the books individual students selected, as well as the projects they designed themselves. What these results imply is that students personally established and attained high academic goals, and completed the additional work, recognizing that it was both demanding and necessary for achieving their own goals. As evidenced by excerpts from teacher journals, students were most excited about their projects, and at times, were difficult to contain:

> We worked for 45 minutes on our projects. My schedule was to do this around 11:00, but both girls were so eager to work we started at 9:45.
>
> I had three long dresses hanging up for __'s play. She was so excited to see them. She said that was her favorite part of the project - getting costumes lined up. We are on a roll of ideas. __ wants to send Bush, Kennedy, and Reagan a copy of her play. She wants addresses.
>
> __ suggested that she stay until 3:00, since she'll miss Tuesday and Thursday and her project needs to be finished.
>
> The students are still excited about their projects. Several of the other 5th graders have been asking me what is happening in the reading clinic.

> I really feel that these children have benefited from these three weeks of reading clinic. They are so excited about their projects.
>
> __ has really gotten into her project. She works on it all the time.
>
> The children just came in, and all they want to do is work on their projects. Yesterday, they filmed __'s project. I took it home to view their progress. The beginning and ending was cut off. So we will have to do it again. I think they are having problems with the camera.
>
> The children are wired. All they want to do is work on the projects. They will not be quiet. It is hard to get them back on task when they have been out of control. Sometimes it gets aggravating.
>
> __'s not here yet, but __ is, and the first question he asked was "Can we do our projects first?"

As the comments above illustrate, independent projects were challenging for students, and they constantly sought time to work on them. Teacher journals also reflected the opportunities which project time afforded for observation/remediation of skills:

> Both have writing skills improving: __ asked if it was time for her last sentence. She re-read her story to me, and told me orally how she wanted it to end. She said many, many sentences.
>
> I rehearsed with __ today. I noticed that her miscues in pronunciation were mostly vowels, and I am going to recommend she get her eyes checked.

Activities which were, in most instances, not directly related to independent projects were the ones students objected to most strenuously: listening to teacher(s) reading novels which were included on a required summer reading list (provided by the pilot school), journal writing, art, some content emphases, homework/shortened day, and reporting on reading through writing/conferences. Perhaps students viewed these activities as impediments to attainment of individual goals established for the time they were at school.

Another interesting result is the lack of significant improvement in attitude toward reading and writing. While students expressed that they enjoyed the pilot program, attitude measures did not necessarily reflect their positive comments, as recorded in student journals:

> I love school. I like school. It's fun.
>
> Mrs. __ is very nice to me, too. I'm having fun today. I hope I will have fun today.
>
> We are studying animals. We are studying different kinds of animals. I have learned a lot this week. I've had fun.
>
> After we write, we are tired and we read. I like to read and I like to write. (What) I like to write the most (is what) my friends are reading. (They are) reading and laughing, too.
>
> I like school. It is fun. I like it. It is fun, fun, fun. It is so fun I can't believe it.
>
> I like books. Books are pretty.
>
> I don't want it to be almost the last day. I don't want to stop writing in my journal.
>
> I like summer school because I like it. My favorite thing is reading.
>
> I brought a book. I love it.
>
> Yesterday, we made a spooky book. I liked it. Today we do a lot of fun stuff. I like this class. It is fun. I liked everything we done.

As the comments above illustrate, students enjoyed the activities planned for them, particularly reading and writing. As suggested by one parent's comments on the program evaluation, perhaps three week sessions are not sufficient in length to facilitate a significant change in attitude. A longer session would allow for more varied repeated experiences with reading and writing. In addition, a longer program would extend opportunities for students to recognize the important roles reading and writing play in completion of independent projects (self-selected goals in learning).

Results reveal that program objectives were accomplished, as evidenced by (a) observation of classes by the director, (b) teacher evaluations, (c) comments in student and teacher journals, (d) student program evaluations, (e) parent program evaluations, and (f) activities planned/completed by teachers/students. Table 13 below summarizes the methods used to evaluate each objective.

As the table above illustrates, accomplishment of each objective was evaluated using several criteria, ensuring accurate assessment of each objective. Overall, the program was successful, in that it provided opportunities for students to develop self confidence in their own learning abilities, as well as opportunities to identify and develop an area of interest. The excerpts below are from student journals:

Table 13 Summary of Program Objectives and Related Evaluation Strategies

Objectives	A	B	C	D	E	F
A: Students will participate in lessons which encourage divergent responses	X	X		X	X	X
B: The student will participate in lessons which employ didactic methods/materials.	X	X	X	X	X	X
C: The student will provide/assist in identification of the rationales for learning specific content/skills.	X	X	X		X	X
D: The students will work in a setting which includes student and teacher selected/designed decorations, seating arrangements, and use materials which encourage creative thinking, writing, reading, problem solving, and dialogue.	X	X	X	X	X	X
E: The students will have the opportunity to critique their work, as well as that completed by peers.	X		X	X		X
F: The students will provide input regarding development and selection of strategies used in evaluation of progress.	X		X	X		X
G: The student will participate in classroom activities which are flexibly scheduled, respecting behavioral boundaries which have been pre-established by the teacher.	X	X			X	X
H: The students will maintain with teachers and peers, relationships based on mutual respect and consideration.	X	X	X	X		X
I: Teachers will participate in small group/independent faculty study, based on individual interests/needs.	X		X			X
J: Participants will employ a variety of methods in evaluating student/teacher progress.	X	X	X			X
K: Teachers will identify a schedule of evaluation dates, informing those involved in writing/verbally prior to each evaluation.	X		X			X
L: Teachers will document progress of all participants via attitude scales, anecdotal records, daily logs, and student/teacher work samples.	X	X	X			X

Note. A = Observation of classes by the director
B = Teacher evaluations
C = Comments in student and teacher journals
D = Student program evaluations
E = Parent program evaluations
F = Activities planned/completed by teachers/students

> The three weeks of reading camp have been great. I think I learned a lot. Mrs. __ has been a good teacher. I can't wait for school to start. I think my project will turn out great. Tomorrow is the last day.
>
> When I first heard about reading school, I didn't think it was going to be fun. When I came in the room, I knew it was going to be really fun.
>
> We have had a good reading program. It has been fun. We have had a good time. Ms __ has done a good job. So has Dr. Cothern.
>
> These weeks at reading clinic have been fun! I got along with my classmates most of the time!!!!! These weeks I've had fun doing my project! Mrs. __ has been great to us. Dr. Cothern has been great, too. Tomorrow is our last day, and that makes me sad.

Teacher journals also reflected positive thoughts about the program, as evidenced by the journal excerpts below.

> One of the girls announced how time had flown for us.
>
> I realized last night that we work three hours straight! The girls eat while they work, and go to the bathroom as needed. They never go together.
>
> I feel like I have completed a college course. I hope I passed!
>
> I can't say enough about ideas learned to improve my teaching methods - process writing, attitude surveys, and assessments. I learned a lot because I had to apply this information in the program I planned.
>
> In my opinion, the concept of the reading program is well thought out and easily utilized.
>
> I've seen no significant improvement in skills, but attitude toward reading has improved, I feel.
>
> The projects look great. I know the kids have enjoyed reading/learning about their topics of interest.
>
> I really feel that the children have benefited from these three weeks of reading. They are so excited about their projects.

Teacher comments address several advantages to having participated in the program. These include knowledge of new teaching strategies, knowledge of assessments appropriate for measuring affective factors such as attitude, incorporation of new information into instructional programs, the value of independent projects as motivators and vehicles for skill development, and the impact of a relaxed environment on individual learners.

Recommendations for Future Programs

The following recommendations are based on the analyses and discussion of the pilot program:

1. Begin planning for the reading enrichment program during early spring, in order to adequately advertise the program to students in need of such reinforcement/challenge.
2. Interview and hire director and teachers for the program during the spring months, thereby allowing additional time for careful selection of personnel, preparation for students, and, in cases where participating students' interests are known, planning of content emphases.
3. Acquire instructional materials in advance of the beginning of sessions.
4. Schedule longer sessions, so that long term effects may be more accurately achieved/assessed; consider lengthening the session day to include a bag lunch and approximately two hours of afternoon instructional time.
5. Recruit a minimum of ten students per class to ensure variety in interests and academic strengths.

By implementing the recommended changes, the reading program may be more effective, allowing increased opportunities for demonstration of personal/program goal achievement. In addition, advanced planning will strengthen teacher confidence in tailoring individual instructional programs. This confidence would, in turn, positively influence students regarding completion of their independent projects, thereby accomplishing the personal academic goals inherent in planning the project. Due to the roles which reading and writing play in the completion of such a task, attitudes toward those processes may also be positively influenced as a result of goal achievement.

Part VII

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